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Course Profile

English for School and Work, Level 3

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-1057

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

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Course Overview
English for School and Work, Level 3, Open, ESLCO

Course Description

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students study and interpret a range of texts and produce a variety of forms of writing. Activities help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Course Notes

Even though this course is designed as the third level of the ESL program, it may be an entry point into the Ontario school system for some students who have studied English elsewhere. It is designed not only to build students' cognitive, language, and academic skills but also to expose them to a variety of teaching/learning strategies. Many students come from educational systems where they have not taken an active role in the classroom and have had limited exposure to cooperative learning techniques and small group activities.

Although many of the students in the course will have completed ESLAO and ESLBO, for others this may be their first ESL course in Canada. It cannot be assumed that all students are equally proficient at all the language skills. Determine these differences and modify the profile and activities accordingly. You may need to review/teach expectations taught in earlier ESL courses.

Many newly arrived ESL students may experience culture shock, family separation, and dislocation at the same time as they begin to cope with attending school in a new country. Another group are Visa or International students. These students face their own special challenges in adjusting to life in Ontario schools, often living on their own, or under the care of a guardian while completing their high school education in Canada. The ESL teacher should be sensitive to the many changes and adaptations which immigrant and refugee students face and create a welcoming and secure environment for all learners. Take time throughout the course to address students' questions relating to timetables, school routines and structures, and to Canadian holidays and cultural issues.

Providing students with information and background about Canada is essential for acculturation, citizenship and academic success. Because students in this course are of varying ages they may not be taking or may not have taken Canadian History, Geography or the Gr. 10 Career and Civics course and their only exposure to this information could be through their ESL courses. Some students will be taking all or some of these courses concurrently. Most ESL students will benefit from this spiralling of information and the cross-curricular connection; however, it is important to confer with teachers of these other subjects in order to ensure that there is no repetition of materials and that assignments build on students' knowledge.

As ESLCO is an open course designed for students in any grade, the selection of materials and choice of learning strategies, must take into consideration the age and maturity of the students.

The ESLCO course is called "English for School and Work". This course has been developed around the broad theme of "Hopes and Dreams" because this relates to the dream of the Canadian immigrant, past and present, and the students' future educational and career plans. Discussing and examining hopes and dreams is a positive way for students to analyse themselves, their classmates, and find the similarities between themselves and Canadian peers. A study of Canada as a country where dreams can be fulfilled is designed to help the students focus on their dreams and develop a plan to achieve them. Additionally, a study of Canadian geography, history, and culture and art will assist the students with their acculturation. Please note that not every ESL student has immigrated to Canada out of choice. Be sensitive to the thoughts and feelings of students who may have had their hopes and dreams shifted or shattered and who may need time to rethink or rebuild them.

Throughout this course students will be required to build an autobiographical portfolio, which will be developed throughout the units. Students submit entries throughout the course and in the final unit present one entry to a small group of peers. The chart below summarizes this portfolio. See Unit 1, Appendix B and the instructions in each unit for further clarification.

1st Entry - Unit 1	Poem	How I See Myself and How Others See Me
2nd Entry - Unit 1	Linked paragraphs	Comparing and Reflecting on Dreams
3rd Entry - Unit 2	Letter to a friend	Thoughts and Advice
4th Entry - Unit 3	Personal Reflection	"I like you; I like you not"
5th Entry - Unit 4	Expository paragraphs	Memories, Influences and Mentors

Unit 4 is developed around the study of a novel "The Hydrofoil Mystery" by Eric Walters is highly recommended because it centres on the theme of dreams and inventions. It is set in Nova Scotia and one of the main characters is Alexander Graham Bell, a famous Canadian inventor. In the bibliography, a variety of appropriate additional novels have been suggested.

Another focus of this course is to develop media literacy and research skills. This is done through the analysis and creation of advertisements, and through research assignments for which students use the Internet as well as other sources.

This course has been designed to give students opportunities to practise the following reading and writing skills:

- extract direct information from a reading selection
- interpret and make inferences from a selection
- write summaries
- write reports
- write linked paragraphs which express an opinion or give information

Units: Titles and Time

* Unit 1	Hopes and Dreams	25 hours
* Unit 2	Canadian Dreams and Realities	25 hours
Unit 3	Stories, Media, Songs and Art	30 hours
Unit 4	Mysteries and Dreams	30 hours

* These units are fully developed in this Course Profile.

Unit 1: Hopes and Dreams

Time: 25 hours

Unit Description

As an introduction to the theme of dreams and goals, students write a poem that expresses who they are, how the world sees them and how they see themselves. Then, through a study of poetry, articles, and biographies of famous Canadians, students discover that dreams are an integral part of life. Students consider their own short and long term dreams and interview Canadian peers to discover their dreams. The language and grammatical foci of this unit are: note-taking, compound and complex sentence structure, the present conditional, the comparative and the recognition of the passive voice in writing. Students begin an autobiographical portfolio, which will be on-going throughout the course. In this first unit students write a poem and linked paragraphs for their autobiographical portfolio.

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1. How I See Myself and How Others See Me 4 hours	CORV.01, COR1.04, CREV.03, CWRV.02, CWR1.02, CWR2.01, CWR2.03, CWR2.04, CWR2.05, CWR3.02, CWR3.07, CWR3.08, CSCV.02, CSC2.01, CSC2.02	**Summative:** activity assessed - student written poem (T/I, C)	**Focus:** Poetry, Autobiographical Portfolio **Tasks** • poetry reading • first portfolio entry - poetry writing using the writing process
2. Dreamers and Their Dreams 12 hours	CORV.01, COR2.02, CREV.01, CREV.03, CRE1.O1, CRE2.01, CRE2.02, CRE3.02, CRE3.03, CRE4.03, CWRV.01, CWRV.03, CWR1.01, CSCV.02	**Diagnostic:** paragraph writing and speaking based on biographies (T/I, C, K/U) **Formative:** activities assessed - note-taking (K/U, T/I) - comprehension (K/U, C) - vocabulary (K/U, C) **Summative:** activities assessed - note-taking (K/U, T/I)	**Focus:** Study biographies of Canadians and non-fiction articles **Tasks** • read biographies • reading comprehension • vocabulary building • note taking • comprehension of the passive voice • oral presentation of material in Appendix D
3. Our Hopes and Dreams 3 hours	CORV.02, CORV.03, COR1.02, COR1.03, COR2.01, COR3.01, COR3.02, CWR3.02, CSC1.04, CSC2.05	**Formative:** activities assessed - self assessment of ability to interview and converse with peers in mainstream classes (T/I, C)	**Focus:** Interviews of Canadian Peers **Tasks** • question formation • interview

4. Comparing and Reflecting on Dreams 6 hours	CWRV.02, CWRV.03, CWRV.04, CWR1.03, CWR2.01, CWR2.02, CWR2.04, CWR2.05, CWR3.01, CWR3.02, CWR3.03	**Summative:** activities assessed - linked paragraphs (K/U, T/I, C, A)	**Focus:** Linked paragraphs, Autobiographical Portfolio **Task** • complex sentences • present factual conditional • linked paragraphs

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Unit 2: Canadian Dreams and Realities

Time: 25 hours

Unit Description

After reading an essay about Canada with the theme a land of dreams, students consider the dreams that brought them and their families to Canada and use this as a basis for a collage or Venn diagram. Current issues in Canadian society are identified from this essay. Students discover the historical and geographical basis for these issues. Students gather information in a variety of graphic organizers and search newspapers and the Internet to discover how these issues impact life in Canada today. This information forms the basis for the culminating activity, a group presentation. The language focus of the unit is *modal verbs*, letter writing and the *present perfect.*

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1. Grounding Your Dreams in Reality 6 hours	COR1.04, COR1.05, CREV.03, CRE1.02, CRE1.04, CRE2.02, CRE3.03, CWRV.03, CWR1.04, CWR2.01, CWR2.03, CWR2.04, CWR2.05, CWR3.01, CWR3.02, CWR3.07, CWR3.08, CSC1.04, CSC2.06	**Formative:** - ability to work in groups (C) - collage/Venn diagram (T/I) - vocabulary (K/U) - reading comprehension (K/U) - understanding point of view (K/U) **Summative:** activities assessed - letter to a friend (K/U, T/I, C, A)	**Focus:** Group work, reading and Portfolio Assignment **Tasks** • collage/Venn diagram • reading comprehension • vocabulary study • modals • third portfolio entry: letter to a friend giving thoughts and advice about Canada

2. Understanding Canadian Issues 14 hours	CORV.04, COR1.04, COR1.05, COR4.01, COR4.03, CREV.02, CREV.03, CRE2.01, CRE3.01, CRE3.03, CRE4.02, CRE4.03, CWRV.03, CWR3.01, CWR3.02, CSCV.01, CSC1.01, CSC1.03, CSC1.04, CSC2.04, CSC2.05	**Formative:** - reading comprehension (K/U) - graphic organizers (K/U) **Summative:** activities assessed - ability to work in groups (C, A) - "wh" questions and answers on media articles (T/I, C) - linked sentence answers to questions (T/I, C, A) - Media Watch (T/I, C)	**Focus:** Developing critical reading and thinking skills through the study of Canadian issues both past and present **Tasks** • read information about Canadian issues and complete comprehension exercises • complete graphic organizers • search media for current articles on identified issues/topics • compile a scrapbook
3. Talking To Canadians 5 hours	CORV.01, CORV.02, COR1.02, COR1.04, COR1.06, COR2.01, COR2.02, CWRV.03, CWR1.02, CWR3.02, CSCV.01, CSC1.01, CSC1.03	**Summative:** oral presentation (K/U, T/I, C, A)	**Focus:** Dialogue writing and oral presentation **Tasks** • dialogue writing • oral presentation

Unit 3: Stories, Media, Songs and Art

Time: 30 hours

Unit Description

In the third unit of this course, students are introduced to a variety of art forms. Students develop an awareness and appreciation of literature, fine art, media, and music. They learn literary terms and apply these to short stories. Students also study a variety of print and electronic promotional materials and develop advertisements of their own on a short story of their choice. Through visits to galleries or with the use of visual/oral materials students are exposed to Canadian art forms. Students choose and research a Canadian artist and present their research to the class. For the fourth entry in their autobiographical portfolio students reflect on and write about some of the Canadian artists presented by their classmates. The language emphasis in this unit is on vocabulary building, understanding complex verb forms in reading, and the use of the colon and parenthesis.

Unit Overview Chart

Activity	Expectations	Assessment	Focus/Tasks
1. Short stories 12 hours	CORV.01, COR1.03, COR1.04, CREV.03, CRE1.01, CRE1.03, CRE2.02, CWRV.01, CWR1.03	**Formative:** • application of literary terms (K/U, T/I, A) • character sketches (K/U, C) **Summative:** • comprehension and vocabulary tests (K/U) • test on identification and application of literary terms (K/U, T/I, A) • dialogues, paragraphs and cooperative activity	**Focus** Short Stories and Story Elements **Tasks** • read and view short stories • learn and use story elements • write character sketches • cooperative activities, dialogues and linked paragraphs
2. Marketing 5 hours	CORV.02, CORV.04, COR1.06, COR1.07 COR4.01, COR4.02, COR4.04, CRE1.01	**Summative:** • advertisement (K/U, T/I, C, A) • presentation (K/U, T/I, C, A)	**Focus: M**edia Analysis **Tasks** • analysis of print and video advertisements • creation of a print or video advertisement for a short story • presentation of advertisement
3. Canadian Arts 8 hours	CORV.01, CORV.02, COR1.01, COR1.06, COR2.02, CREV.02, CREV.03, CRE1.01, CRE2.01, CRE3.01, CRE4.01, CWR3.04, CWR3.05, CRE4.02, CWR1.01, CSCV.01, CSC1.02	**Summative:** • research (K/U, T/I, C, A) • oral presentation (C) • graphic organizer (T/I, C)	**Focus:** Research a Canadian artist **Tasks** • field trip • research • colon and parenthesis • oral presentation • completion of graphic organizer from oral presentation
4. Responding to Canadian Arts 1 hour	COR4.01, CWR1.03, CWR2.05, CWR3.04, CWR3.05, CSCV.01, CSC1.02	**Summative:** • Fifth Portfolio Assignment	**Focus:** Fourth Portfolio Assignment - personal response to Canadian art forms **Task** • select Canadian artists from presentations and write a personal response

5. Résumé 4 hours	CREV.04, CRE2.01, CWRV.01, CWR1.05, CWR3.08, CSC2.03	**Formative:** • résumé of artist **Summative:** • personal résumé (K/U, T/I, C, A)	**Focus:** Résumé Writing **Tasks** • personal résumé

Unit 4: Mysteries and Dreams

Time: 30 hours

Unit Description

Students consolidate and demonstrate their skills through the reading of a contemporary novel such as, *The Hydrofoil Mystery*. They continue to expand their vocabulary and apply their knowledge of story elements, point of view, and character. Using issues from the novel, they write business letters and simulate business meetings through skits and dialogues. The final summative assessment for this course is comprised of the skit and dialogue presentations, expository paragraphs which form the final entry in the autobiographical portfolio, a sight reading passage, and the autobiographical portfolio presentation.

Activity	Expectations	Assessment	Focus
1. Let Me Explore 1 hour	CORV.01, CORV.03, COR1.01, COR1.05, COR4.03, CRE4.03, CSC1.03, CSC2.05	**Formative:** • charts, etc. (T/I)	**Focus:** pre-reading activity - group discussion on teenage issues to prepare for novel study **Tasks** • video • discussion • brainstorming • mind mapping • impact chart
2. Who? When? Where? What? 3 hours	COR1.07, CREV.02, CRE4.03, CWR3.03, CSCV.01, CSCV.02, CSC1.01	**Formative:** • info gap/cloze/note taking (K/U, T/I, C) **Summative:** • passive voice	**Focus:** Pre-reading activities (setting/characters/cultural issues) **Tasks** • teacher presentation on activities (setting/ characters/cultural issues) • note taking • info gap/cloze using passive voice on setting/characters/ cultural issues
3. "The Hydrofoil Mystery" 15 hours	CREV.03, CRE1.01, CRE1.02, CRE1.03, CRE1.04, CRE2.02, CRE3.02, CRE3.03, CWRV.01, CWR1.03, CSC1.02	**Summative:** • summaries (K/U, T/I, C) • character sketch (K/U, T/I, A) • point of view (K/U, T/I) • content and vocab test (K/U, A)	**Focus:** Novel Study **Tasks** • comprehension • point of view • story elements • word derivation • vocab study • summaries • character study

4. Memories and Mentors 2 hours	CWRV.02, CWRV.03, CWRV.04, CWR1.03, CWR2.04, CWR2.05	**Summative:** activities assessed • expository paragraphs (K/U, T/I, C, A) (final summative writing assessment)	**Focus:** Portfolio assignment **Tasks** • Fifth portfolio entry (memories of past experiences, influences, and mentors) • expository paragraphs
5. I Mean Business! 2 hours	CWR1.04, CWR2.01, CWR2.03, CWR3.04, CWR3.06, CWR3.07	**Summative:** activities assessed • business letter (K/U, T/I, C, A)	**Focus:** Business letter **Tasks** • learn business letter format • write a business letter related to the novel
6. Making Contact 4 hours	CORV.01, CORV.02, CORV.03, COR1.04, COR1.05, COR2.01, COR2.02, COR3.01, COR3.02, COR3.03, CWRV.01, CWR3.02, CSC2.04	**Summative:** activities assessed • skits and dialogues (K/U, T/I, C, A) (final summative oral evaluation)	**Focus:** Business language **Tasks** • skits and dialogues of business meetings
7. Demonstrating My Reading Skills 1 hour	CREV.03, CRE1.02, CRE1.03, CRE3.02, CRE3.03	**Summative:** • reading test (final summative reading evaluation) (K/U, T/I, C, A)	**Focus:** Reading **Task** • demonstrate ability to independently read and understand a short story, use literary terminology and relate themes to those previously studied
8. This Is Me 2 hours	CORV.02, CORV.03, COR1.06, CSCV.02, CSC2.03	**Summative:** activities assessed • oral presentation of portfolio • completion and the quality of the portfolio (final summative social/cultural evaluation)	**Focus:** Portfolio presentation **Tasks** • present one portfolio entry

Teaching/Learning Strategies

Brainstorming, webbing, reflective journals, process writing, linked paragraph writing, portfolio compilation, cooperative learning groups, teacher read-alouds, graphic organizers, think/pair/share, worksheets, information gaps, vocabulary charts, key word lists, viewing and responding to advertisements and videos, class and community interviews and surveys, cloze exercises, questionnaires, oral presentations, Internet searches, independent and group research projects, role play, self and peer assessment, library search with print and electronic materials, book reports, letter writing, résumé preparation, language and social context awareness activities, poetry readings and writing, silent reading, note taking, directed reading, self and peer editing, vocabulary and comprehension exercises, report writing, summarizing.

Assessment & Evaluation of Student Achievement

The assessment and evaluation techniques used in this course are diagnostic, formative and summative. They assess student achievement of the ESLCO learning expectations and relate this achievement to the categories of the Achievement Chart. The categories of the Achievement Chart are indicated in the course overview chart. Students are assessed through a variety of evaluation strategies which include a variety of written assignments, oral presentations, quizzes and tests, research, reports, journals, summaries, teacher observations, creation of a print or video advertisement, self and peer assessment.

Term work is worth 70% of the final course grade.

The required 30% final summative assessment could be composed in the following manner:

- Presentation of portfolio
- Expository paragraphs
- Presentation based on the novel
- Examination or test based on sight reading related to themes in the novel

Accommodations

The following considerations apply to all of the units in this course:

- Identify the strengths and weaknesses of your class (e.g., writing, speaking)
- Provide additional exercises or teaching where needed
- Provide additional independent reading for students
- Provide a variety of assessments to accommodate students' learning styles
- Create activities which allow students to demonstrate their strengths
- Provide supplementary activities for students
- Adhere to the recommendations of exceptional student's IEPs
- Tailor assignments, assessment, and evaluation to meet individual needs
- Provide opportunities for practice with English language learning software
- Use first language when appropriate
- Pair and group students for support
- Use visuals in addition to printed material

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Archer, L., C. Costello, and D. Harvery. *Reading and Writing for Success.* Toronto: Harcourt Canada. ISBN 0-7747-0197-8
A multi faceted text, which provides fiction and non-fiction readings, and excellent skill building tips and exercises in areas such as: skimming and scanning, note taking, understanding media, paragraph, essay, and résumé writing.

Azar, B. *Fundamentals of English Grammar.* New Jersey: Prentice Hall, 1992. ISBN 0-13-338278-8
An extensive grammar text with clear explanations of a wide range of grammatical principles each followed by a variety of activities and exercises.

Barry, J., C. McClymont, and G. Husser. *Larger than Life.* Toronto: Nelson Canada, 1994. ISBN 0-17-603954-6
A series of simple autobiographies.

Douglas, A. *The Complete Idiot's Guide to Canadian History.* Toronto: Prentice Hall, 1997. ISBN 0-13-779126-7
An easy reference guide to Canadian history.

Fuchs, M. and M. Bonner. *Focus on Grammar: High Intermediate.* White Plains N.Y.: Addison Wesley, 1995.
A resource for teachers. This book provides contextualized grammar and explanation of grammatical principles.

Granfield, L. *Pier 21.* Toronto: McClelland and Stewart, 2000. ISBN 0-88776-517-3
A print and pictorial history of Pier 21, the port where most immigrants of the 1900s entered Canada.

Karpinski, E. and M. Lecompte. *Canadian Connections: A Cross-Cultural Reader for Learning English.* Toronto: Harcourt Brace, 1997. ISBN 0-7747-3511-2
A compilation of stories, biographies, memories, and articles that relate to Canadian immigration and immigrants, written by Canadians.

McCloskey, M. and L. Stack. *Voices in Literature Silver.* Boston, Mass: Heinle and Heinle, 1996. ISBN 0-8384-7019-X
The "Silver" edition of this three set anthology includes a variety of articles, stories, and poetry on the theme of Wishes and Dreams.

Oshima, A. and A. Hogue. *Introduction to Academic Writing.* White Plains, N.Y.: Addison Wesley Longman, 1997. ISBN 0-201-69509-X
This text provides models and exercises for writing sentences, paragraphs, and essays.

Petrie, A.R. *Alexander Graham Bell*. Markham: Fitzhenry and Whiteside, 1999. ISBN 1-155041-463-1
Part of "The Canadians" series, this book recounts the history of the great Canadian inventor. Complete with pictures and drawings of Bell, his estate and his inventions (including the hydrofoil), it is a resource for research on inventors and a supplement to the recommended novel.

Pollock, C. *Communicate What You Mean*. Englewood Cliffs NJ: Prentice Hall Regents, 1982. ISBN 0-13-153489-6
An extensive overview of English grammar with clear explanations and supporting exercises.

Porter, J. *New Canadian Voices*. Toronto: Wall and Emerson
An anthology of student writing on the themes of adjustment and immigration.

Porter, J. *Voices Past and Present*. Toronto: Wall and Emerson, 2000.
An anthology of fables and myths, short stories, essays, Canadian biographies, poetry, etc. Includes classical and current literature, and themes that are pertinent to Canadian ESL students.

Urban Voices. Toronto: Toronto District School Board, 2000.
A compilation of students' written poetry on a variety of themes.

Wistow, D. and K. McKinley. *Meet the Group of Seven*. Toronto: Kids Can Press, 1999. ISBN 1-55-74-494-1
Filled with the art work of these seven talented artists, the book explores the lives and works of the men who dared to depict the Canadian wilderness.

Suggested novels for novel study
Hughes, M. *Invitation to the Game*. Toronto: Harper Collins Publishers Ltd., 1990. ISBN 0-00-647414-4
A futuristic story of high school graduates who are destined to live a life of leisure because robots have taken over all the jobs. During their leisure years they become enthralled by "The Game".

Walters, E. *The Hydrofoil Mystery*. Toronto: Penguin Books, 2000. ISBN 0-14-130220-8
This novel, set in Cape Breton Island during World War l, retells the adventures of a fifteen-year-old Haligonian boy who is sent for the summer to work with Alexander Graham Bell in order to distance him from negative influences, such as gambling. After a number of adventures, and under the guidance of A. G. Bell, the protagonist discovers that he can put his mathematical and personal skills to better use assisting with building a Hydrofoil and foiling enemy spies.

Marchand, B. *African Journey*. Hull, Quebec: Media Sphere, 1990.

Other novels by Eric Walters, Monica Hughes, Maureen Crane Wartski.

Computer Software

Mazemaster
Job research software
Bridges
Job research software
College and University Websites

OSS Considerations

Education for Exceptional Students

In planning the ESLCO course, the teacher should take into account the needs of exceptional students as set out in their Individual Education Plan. ESL students show the full range of learning exceptionalities as do other Ontario students. Some students arrive with previously identified learning needs while the needs of others may be identified only after they have spent some time in Ontario schools. It is important not to identify students as learning disabled on the basis of performance or behaviours that reflect a normal process of second language acquisition or that reflect a lack of prior opportunity to learn the knowledge and skills being tested.

The Role of Technology in the Curriculum

It is important for all ESL students to be given opportunities to develop competence in using computers and other technology. In this ESLCO course students are afforded opportunities to use word processing and graphic software to produce pieces of written work and to do research on the Internet and with CD-ROM software.

Career Education

ESL students need opportunities to explore the full range of educational and career paths available to them in their new country and educational setting. Students research the skills and education needed for various jobs. They identify their own skills and abilities and develop résumés and covering letters.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs.
ESL teachers should explain to their students the services available in the school and community and teach the students the skills to advocate for their own health and safety.
Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves a feeling of loss and disorientation for many students. Throughout this course, the teacher is expected to be sensitive to the range of experiences that students bring with them. Teachers must recognize the equal legitimacy of students choosing to share or keep private their experiences or feelings. In Units 1 and 2 where students are asked to share their hopes and dreams on immigrating to Canada, teachers should be prepared for a wide variety of responses.
A school environment that is free of racial and sexual harassment is as important to students as is a physically safe environment. Teachers should ensure that students are aware of important school rules and routines for personal safety and should review the Board's racism and sexual harassment policy. Students should be taught to report problems and to get help if they are being harassed in any way.

Coded Expectations, English for School and Work, ESL Level 3, Open ESLCO

Oral and Visual Communication

Overall Expectations

CORV.01 · initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions;

CORV.02 · communicate orally, using a variety of the conventions of English grammar with some accuracy;

CORV.03 · use appropriately a variety of features of formal and informal communication in English;

CORV.04 · create and analyse a variety of media works.

Specific Expectations

Developing Fluency in Oral Communication

COR1.01 – initiate and take part in conversations on a range of topics in a variety of social situations;

COR1.02 – use tone of voice and gestures to clarify meaning in conversations (e.g., stress key content words to specify meaning);

COR1.03 – initiate and participate in informal conversations with English-speaking peers;

COR1.04 – participate in group work, cooperative games, and teamwork;

COR1.05 – use a variety of strategies to participate in small-group discussions (e.g., ask questions to clarify a point; elaborate and/or modify statements to find a basis for agreement);

COR1.06 – use appropriate openings and closings in oral presentations (e.g., introduce a topic by asking a question; summarize key points);

COR1.07 – use an outline provided by the teacher to take point-form notes on main ideas from classroom oral presentations.

Developing Accuracy in Oral Communication

COR2.01 – use common grammatical patterns with some accuracy (e.g., make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents);

COR2.02 – use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast).

Using English in Socially and Culturally Appropriate Ways

COR3.01 – determine appropriate language use in a variety of social contexts (e.g., at a school assembly, on the sports field, in a movie theatre);

COR3.02 – rehearse language in a variety of social contexts (e.g., role-play different styles of greetings and apologies to peers or teachers; role-play a telephone conversation making an appointment with a friend, a school counsellor, and a prospective employer);

COR3.03 – recognize and begin to use the style of language appropriate to business transactions, job interviews, and formal meetings.

Developing Media Knowledge and Skills

COR4.01 – respond through discussion to a variety of media works;

COR4.02 – identify some features of language used in advertisements to market various products to specific audiences (e.g., repetitions and synonyms, nonstandard spellings such as *lite*);

COR4.03 – compare information about current events and issues from more than one media source (e.g., television and newspaper accounts of the same event);

COR4.04 – create a video commercial or print advertisement using features of language appropriate for the intended audience (e.g., create an advertising campaign for the student council).

Reading

Overall Expectations

CREV.01 · choose and read books at the appropriate reading level for a variety of purposes;

CREV.02 · demonstrate knowledge of subject-specific terms;

CREV.03 · read for specific purposes, with teacher guidance;

CREV.04 · locate and evaluate resource materials for guided research and career exploration, with teacher guidance.

Specific Expectations

Reading and Responding

CRE1.01 – read and respond to a variety of fiction and non-fiction materials selected for study and pleasure (e.g., participate in literature study groups; give short book talks; write book reports);

CRE1.02 – identify a writer's or character's point of view in short novels;

CRE1.03 – describe the function of various story elements in short works of fiction (e.g., character, plot, setting);

CRE1.04 – identify elements of style appropriate to various text forms (e.g., salutations and closings in letters, summaries in short reports, dialogue in narratives).

Developing Vocabulary

CRE2.01 – demonstrate knowledge of some key specialized terms in different subject areas (e.g., *photosynthesis, osmosis, membrane* in biology);

CRE2.02 – use dictionaries and a thesaurus to build vocabulary.

Using Reading Strategies for Comprehension

CRE3.01 – extract information from specific features/sections of grade-level texts (e.g., footnotes, chapter summaries, tables, illustrated figures);

CRE3.02 – recognize patterns of word structure and derivation and use them to determine meaning (e.g., *origin/original/originate*);

CRE3.03 – demonstrate comprehension of passages containing complex verb forms, with teacher guidance (e.g., sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures).

Developing Research Skills

CRE4.01 – select appropriate materials for research on classroom topics and for career planning (e.g., select the career pamphlets or databases that are most relevant for a particular research purpose);

CRE4.02 – compare information from various sources for classroom research (e.g., print and non-print magazines and newspapers, CD-ROMs);

CRE4.03 – take notes from a variety of sources, using graphic organizers such as charts and tables as a guide.

Writing

Overall Expectations

CWRV.01 · write in a variety of forms for various purposes and audiences;
CWRV.02 · use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization;
CWRV.03 · arrange ideas in logical order and present them in linked sentences and simple paragraphs;
CWRV.04 · use a variety of sentence patterns and conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

Relating Purpose to Form

CWR1.01 – make notes in some detail as preparation for writing on familiar topics;
CWR1.02 – compose stories, poems, and dialogues;
CWR1.03 – write expository paragraphs related to classroom assignments or on topics of personal interest;
CWR1.04 – write personal and business letters, using appropriate conventions for salutations and closings;
CWR1.05 – organize personal information, using a simple résumé format.

Applying the Writing Process

CWR2.01 – revise first drafts to clarify ideas and improve organization;
CWR2.02 – link simple paragraphs about a central idea, using common transition words (e.g., *first, next, then, both*) to indicate relationships such as sequence of events or points of comparison;
CWR2.03 – edit their own writing, with attention to specific language features identified by the teacher (e.g., tense consistency, subject-verb agreement, use of articles);
CWR2.04 – use word-processing software to compose and edit their writing;
CWR2.05 – use graphics software to format and embellish their writing.

Developing Accuracy in Written Communication

CWR3.01 – use a variety of simple, compound, and complex sentences in their writing;
CWR3.02 – use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions;
CWR3.03 – use passive voice, conditionals, and adverb and adjective phrases in some written work;
CWR3.04 – use a colon before a list of items;
CWR3.05 – use parentheses to insert an explanation or afterthought into a sentence;
CWR3.06 – use correct spelling and punctuation for common abbreviations;
CWR3.07 – use learner dictionaries, thesauri, and spell checkers to develop vocabulary and to check the accuracy of spelling;
CWR3.08 – use some visual features of text for emphasis (e.g., italics, boldface, and underlining).

Social and Cultural Competence

Overall Expectations

CSCV.01 · use knowledge of Canadian culture and history in school and social situations;
CSCV.02 · respond appropriately in most teaching and learning situations.

Specific Expectations

Developing Citizenship Awareness and Skills

CSC1.01 – explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., the effect of rivers on transportation routes and settlement patterns);
CSC1.02 – demonstrate awareness of the influence of Canadian history and geography on artistic expression (e.g., images of nature in Native art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories);
CSC1.03 – demonstrate understanding of and sensitivity to the wide variety of cultures and languages in Canada (e.g., explain the benefits and challenges of living among diverse cultures);
CSC1.04 – initiate and participate in conversations about current events and issues.

Adapting to the Ontario Classroom

CSC2.01 – use English or a shared first language to explain school rules, school and classroom routines and expectations, and emergency procedures to new students, and to introduce them to key locations and personnel in the school;
CSC2.02 – describe and compare different approaches to teaching and learning in different cultures (e.g., the role of teachers in Canada and in their country of origin);
CSC2.03 – describe and compare individual learning styles and strengths (e.g., personal learning-style preferences, learning styles of peers in the classroom);
CSC2.04 – negotiate roles and tasks in cooperative group learning activities;
CSC2.05 – identify and describe appropriate strategies for specific learning tasks (e.g., brainstorming to generate ideas; categorizing to manage information);
CSC2.06 – use first languages appropriately in classroom and social situations (e.g., to clarify a term or concept; to provide assistance to newly arrived students).

Unit 1: Hopes and Dreams

Time: 25 hours

Unit Description

As an introduction to the theme of dreams and goals, students write a poem that expresses who they are, how the world sees them, and how they see themselves. Through a study of poetry, articles, and biographies of famous Canadians, students discover that dreams are an integral part of life. Students consider their own short and long term dreams and interview Canadian peers to discover their dreams. The language and grammatical foci of this unit are note-taking, compound and complex sentence structure, the present conditional, the comparative, and the recognition of the passive voice in writing. Students begin an autobiographical portfolio, which will be on-going throughout the course. In this first unit students write a poem and linked paragraphs for their autobiographical portfolio.

Unit Synopsis Chart

Activity	Expectations	Assessment	Focus/Tasks
1. How I See Myself and How Others See Me 4 hours	CORV.01, COR1.04, CREV.03, CWRV.02, CWR1.02, CWR2.01, CWR2.03, CWR2.04, CWR2.05, CWR3.02, CWR3.07, CWR3.08, CSCV.02, CSC2.01, CSC2.02	**Summative:** activity assessed: - student written poem (T/I, C)	**Focus:** Poetry, Autobiographical Portfolio **Tasks** • poetry reading • First portfolio entry - poetry writing • using the writing process
2. Dreamers and Their Dreams 12 hours	CORV.01, COR2.02, CREV.01, CREV.03, CRE1.O1, CRE2.01, CRE2.02, CRE3.02, CRE3.03, CRE4.03, CWRV.01, CWRV.03, CWR1.01, CSCV.02	**Diagnostic:** paragraph writing and speaking based on biographies (T/I, C, K/U) **Formative:** activities assessed - note-taking (K/U, T/I) - comprehension (K/U, C) - vocabulary (K/U, C) **Summative:** activities assessed - note-taking (K/U, T/I, A)	**Focus:** Study biographies of Canadians and non-fiction articles **Tasks** • biographies • reading comprehension • vocabulary building • note taking • comprehension of the passive voice • oral presentation of material in Appendix D
3. Our Hopes and Dreams 3 hours	CORV.02, CORV.03, COR1.02, COR1.03, COR2.01, COR3.01, COR3.02, CWR3.02, CSC1.04, CSC2.05	**Formative:** activities assessed - self assessment of ability to interview and converse with peers in mainstream classes (T/I, C)	**Focus:** Interviews of Canadian Peers **Tasks** • question formation • interview

4. Comparing and Reflecting on Dreams 6 hours	CWRV.02, CWRV.03, CWRV.04, CWR1.03, CWR2.01, CWR2.02, CWR2.04, CWR2.05, CWR3.01, CWR3.02, CWR3.03	**Summative:** activities assessed - linked paragraphs (K/U, T/I, C, A)	**Focus:** Linked paragraphs for Autobiographical Portfolio **Task** • complex sentences • present factual conditional • linked paragraphs

K/U = Knowledge/Understanding C = Communication
T/I = Thinking/Inquiry A = Application

Activity 1: How I See Myself and How Others See Me

Time: 240 minutes

Description

Students participate in ice-breaker activities and then read and discuss a poem. Using the structure modeled in the poem, students write a verse about themselves. The Autobiographical Portfolio, which will be an on-going component of this course is introduced. With the assistance of peers, students edit their poems and produce final, word-processed copies as the first inclusion in their Portfolios.

Strand(s) & Learning Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Oral and Visual

CORV.01 - initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject- specific words and expressions;
COR1.04 - participate in group work, cooperative games and team work.

Reading

CREV.03 - read for specific purposes with teacher guidance.

Writing

CWRV.02 - use the writing process, with teacher guidance, with an emphasis on peer and independent review on content and organization;
CWR1.02 - compose stories, poems and dialogues;
CWR2.01 - revise first drafts to clarify ideas and organization;
CWR2.03 - edit their own writing, with attention to specific language features identified by the teacher (e.g., tense consistency, subject-verb agreement, use of articles);
CWR2.04 - use word-processing software to compose and edit their writing;
CWR2.05 - use graphic software to format and embellish their writing;
CWR3.02 - use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative construction;
CWR3.07 - use learner dictionaries, thesauri and spell checkers to develop vocabulary and check the accuracy of spelling;
CWR3.08 - use some visual features of text for emphasis (e.g., italics, bold face and underlining).

Social and Cultural Competence
CSCV.02 - respond appropriately in most teaching and learning situations;
CSC2.01 - use English or shared first language to explain school rules, school and classroom routines and expectations, and emergency procedures to new students, and to introduce them to key locations and personnel in the school);
CSC2.02 - describe and compare different approaches to teaching and learning in different cultures (e.g., the role of teachers in Canada and in their country of origin).

Prior Knowledge & Skills

- Some knowledge of the Canadian school system and norms
- Ability to work independently and in groups
- Basic knowledge of affirmative, negative, and interrogative sentence structure
- Ability to express ideas in English

Planning Notes

- Review how to play the Name Game which is an excellent way to get to know class members' names. When playing this game, work as a class to assist students who find it difficult to remember classmates' names. In the second round, students may also need assistance coming up with positive adjectives that describe themselves and also begin with the first letter of their first name. As a class, brainstorm a list of positive adjectives. The aim of this activity is to make all students feel comfortable and create classroom bonds.
- Prepare a class set of school and class rules. In some schools this is available in student agenda books.
- Prepare a class set of Appendices A and B.
- When assigning the poem, be sensitive to the fact that not all students may have family members. Therefore, before students write their own poem, brainstorm a list of people whom they might use, e.g., teachers, neighbours, friends, classmates, etc.
- Book the computer lab (where available) for students to create final copies of their poems. Alternatively have students rewrite the poems by hand and embellish them.

Teaching/Learning Strategies

1. Play the Name Game: Have the first student say his/her name. The following students say their own name as well as the names of the students who have preceded them. Continue until the whole class has said their names. The teacher should be the last participant, repeating the names of all class members.
2. Briefly review the definitions of nouns, verbs, adjectives, and adverbs. Provide examples for each. Repeat the Name Game, having students add an adjective that describes a positive attribute of themselves to their name. The adjective should begin with the same letter as their name, for example, Joyful Joyce.
3. Distribute copies of school and classroom rules and procedures. As a class, students discuss the reasons for some of these rules. Have students compare the rules of the school and class to rules and expectations of other schools they attended and discuss the different approaches to teaching and learning in different cultures. Students write a journal reflecting on different approaches to teaching and learning.
4. Introduce and explain the ongoing Autobiographical Portfolio. Distribute pocket folders, and Appendix A. Use pictures, photos, drawings, magazine pictures to decorate portfolio.

5. Distribute a poem such as, "How I See Myself and How Others See Me" (Appendix B) and read the poem together. Discuss the poem and introduce the term simile. A simile is a comparison that uses "like" or "as," e.g., "My dad sees me as a helpful notebook". Have students underline the similes in the poem. In pairs, identify the comparison and discuss the meaning of each underlined simile. As a class, confirm understanding of the similes.
6. Divide the class into groups of four. Identify how different people see them and create similes like those presented in the poem. Ask each group to present some ideas to the class. As a class, read the other poems from Appendix B and identify similes.
7. Instruct the class to follow the pattern modeled in the poem to create a poem about themselves.
8. Students exchange poems with a classmate to edit for inclusion and clarity of similes.
9. Students rewrite their poems using graphics software, if available, to format and embellish their work. Students put poems into their portfolios and submit for assessment.

Assessment & Evaluation of Student Achievement

- Assess poem for ability to follow the pattern and use similes. CWR1.02 (T/I, C)
- Assess poem for evidence of editing with attention to spelling, verb tenses. CWR2.01, CWR2.03, CWR3.02, CWR3.07 (K/U, A)
- Assess poem for use of graphic software. CWR2.04, CWR2.05 (K/U)

Accommodations

- Students write a personal response comparing school and classroom rules.
- Students write an additional poem about Canada.
- Use all four examples provided in Appendix A.
- Write sentences instead of a poem or write a shorter poem.
- Provide students with sentence stems or the poem in a cloze format.

Resources

Urban Voices. Toronto District School Board, 2000.

Activity 2: Dreamers and Their Dreams

Time: 720 minutes

Description

Students read biographies of famous Canadians who dared to make their dreams become realities. Students complete comprehension and vocabulary activities and take notes based on their reading. Using material from the readings, students learn to distinguish between active and passive sentences. Finally, students complete a graphic organizer about themselves and famous Canadians and write a paragraph comparing themselves to these Canadians.

Strand(s) & Learning Expectations

Oral and Visual Communication

CORV.01 - initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; COR2.02 - use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast).

Reading
CREV.01 - choose and read books at the appropriate level for a variety of purposes;
CREV.03 - read for specific purposes with teacher guidance;
CRE1.01 - read and respond to a variety of fiction and non-fiction materials selected for study and pleasure (e.g., participate in a literature study group; give short book talks; write book reports);
CRE2.01 - demonstrate knowledge of some key specialized terms in different subject areas (e.g., photosynthesis, osmosis, membrane in biology);
CRE2.02 - use dictionaries and a thesaurus to build vocabulary;
CRE3.02 - recognize patterns of word structure and derivation and use them to determine meaning (e.g., origin/original/originate);
CRE3.03 - demonstrate comprehension of passages containing complex verb forms, with teacher guidance (e.g., selections of grade level texts containing the past perfect tense, passive verbs or conditional structures);
CRE4.03 - take notes from a variety of sources, using graphic organizers such as charts and tables as a guide.

Writing
CWRV.01 - write in a variety of forms for various purposes and audiences;
CWRV.03 - arrange ideas in logical order and present them in linked sentences and simple paragraphs;
CWR1.01 - make notes in some detail as preparation for writing on familiar topics.

Social and Cultural Competence
CSCV.02 - respond appropriately in most teaching and learning situations.

Prior Knowledge & Skills

- Familiarity with nouns, verbs, adjectives, and adverbs and ability to create word families
- Familiarity with paragraph structure
- Knowledge of the comparative
- Some familiarity with note taking

Planning Notes

- Collect a variety of biographies of famous Canadians in fields such as science, space travel, the arts, politics, sports, etc. Develop questions that assist students in understanding the biographies and encourage their critical thinking skills.
- Review vocabulary in a chosen article about a Canadian astronaut and decide which words to include in the vocabulary. A sample vocabulary chart is provided in Appendix C.
- Prepare a vocabulary chart similar to Appendix C for an article on a famous Canadian scientist.
- Provide information on the passive voice. For extra practice on the passive voice select exercises from various grammar texts.
- Prepare two overheads to introduce the passive voice. On the first, copy excerpts of active sentences from the article on a Canadian scientist, on the second copy excerpts of passive sentences from the same article.
- Focus students on positive aspects of success by having them complete Appendix D and then present the section on themselves to the class. Use this presentation as a diagnostic assessment of the students' oral skills.
- Use the paragraph in Teaching/Learning Strategy 10 to diagnose students' ability to write paragraphs. Assess for topic sentence, supporting ideas, use of transition words, and concluding sentence. Additional instruction and practice can be done in Activity 4.

Teaching/Learning Strategies

1. Brainstorm the names of well known and respected individuals from Canada and other countries and what they are famous for. Hypothesize what qualities, motivation, and dreams these people share. Encourage the students to include the names of famous Canadians.
2. Have students read a biography of a famous Canadian astronaut. Distribute the vocabulary chart (Appendix C) and have the students complete it. Individually, students respond to content questions about the article that check understanding and develop critical thinking skills. Formatively assess students' understanding of the article through class discussion of questions.
3. Brainstorm possible note-taking headings with the class. Possible headings for note-taking might be: Personal Life, Education, Achievements/Accomplishments, Activities and Tasks, Qualifications, Mentors, Incentives/Motivation, Difficulties/Stumbling Blocks, Honours, Personal Qualities, Quotes, Dreams.
4. To model note taking skills make notes on an article about a famous Canadian astronaut under one of your note taking headings.
5. Pair students to make notes under a minimum of four different headings. Each student should have a copy of these notes. As a class, develop a model set of notes.
6. Continue working in pairs to read an autobiography of a famous Canadian scientist. Complete the comprehension activities about the article as well as another vocabulary chart. Collect both answers to questions and vocabulary chart and assess formatively for understanding, depth of thinking, and ability to use new vocabulary correctly in a sentence. Students make notes using headings similar to those used for the first article. Collect students notes on the second article and formatively assess for ability to rewrite in their own words, and correctly categorize information.
7. To introduce passive voice, use an overhead with excerpts of sentences in *active voice* from the one of the biographies. Ask students to identify the "doer of the action" and the "receiver of the action". Teach the terms *subject* and *object*, and *active voice*. Using a second overhead with excerpts from one of the biographies of sentences in *passive voice*, ask students to identify the subjects and objects of the action. Teach the term *passive voice*.
8. Have students read an article on a famous Canadian musician or artist, and compile notes. Collect and summatively assess for ability to rewrite in their own words, and to correctly categorize information.
9. Students individually complete Appendix D – Characteristics of Famous Canadians. As a class discuss the sections on dreams, motivators, and qualities for the three famous Canadians studied. Review/ teach the comparative. Have students present the section on themselves to the class. In this presentation, students compare themselves to one of the Canadians that they have read about. Assess students' presentation for audibility, clarity of speech, organization of ideas, and correct use of comparative.
10. Using the information in Appendix D and the comparative, students write a paragraph that describes the similarities and/or differences between any two of the people studied.

Assessment & Evaluation of Student Achievement

- Formative assessment of vocabulary skills from first two articles
  CRE2.01, CRE2.02, CRE3.02 (K/U, C)
- Formative assessment of reading comprehension from Bondar and Suzuki articles
  CRE1.01, CRE3.03 (K/U, C)
- Formative assessment of notes on second article CRE4.03 (K/U, T/I)
- Summative assessment of note-taking skills on third article CRE4.03, CWR1.01 (K/U, T/I)

- Diagnostic assessment of oral presentation of Appendix D – Characteristics of a Famous Canadian for audibility, clarity of speech, organization of ideas and correct use of comparative CORV.01 (T/I, C, K/U)
- Diagnostic assessment of paragraph writing in which students compare themselves to one of the Canadians they have read about. Assess for topic sentence, supporting ideas, use of transition words, and concluding sentence CWRV.03 and CWR1.03 (T/I, C, K/U)

Accommodations

- For students who have not had experience giving oral presentations, review presentation skills.
- For students who have difficulty reading the biographies suggested, provide less difficult biographies.
- Students with strong reading skills may wish to read about other famous Canadians.

Resources

Archer, L., C. Costello, and D. Harvey. *Reading and Writing for Success.* Toronto: Harcourt Canada, 2000. ISBN 0-7747-0197-8 Contains a section on note-taking skills

Azar, B. *Fundamentals of English Grammar.* Englewood Cliffs, NJ: Prentice Hall Regents, 1992. ISBN 0-13-338278-8

Barry, J., C. McClymont, and G. Huser. *Larger than Life.* Scarborough: Nelson Canada, 1994. ISBN 0-17-603954-6 Contains a variety of biographies of Canadians

Blanchard, K. and C. Root. *Ready to Write.* Toronto: Addison Wesley, 1994. ISBN 0-201-85999-8

Porter, J. *Voices Past and Present.* Toronto: Wall and Emerson Inc., 2000. ISBN 1-895131-19-7
This anthology contains articles about many famous Canadians, such as Roberta Bondar, David Suzuki, and Oscar Peterson.

Zuern, G. *Ontario Reader 1998, 1999, 2001.* Toronto: Newcomer Communications
A source of articles about famous Canadians

Activity 3: Our Hopes and Dreams

Time: 180 minutes

Description

Students review and practise the interrogative in order to develop a set of questions about dreams and aspirations that they would like to ask their Canadian peers. After reviewing, editing, and rehearsing their questions, students interview students whose first language is English and then, as a class share the responses to their questions.

Strand(s) & Learning Expectations

Strand(s): Oral and Visual Communication

Oral and Visual Communication

CORV.02 - communicate orally, using a variety of the conventions of English grammar with some accuracy;
CORV.03 - use appropriately a variety of features of formal and informal communication in English;
COR1.02 - use tone of voice and gestures to clarify meaning in conversations (e.g., stress key content words to specify meanings);
COR1.03 - initiate and participate in informal conversations with English speaking peers;

COR2.01 - use common grammatical patterns with some accuracy (e.g., make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents);
COR3.01 - determine appropriate language use in a variety of social contexts (e.g., at a school assembly, on the sports field, in a movie theatre);
COR3.02 - rehearse language in a variety of social contexts (e.g., role play different styles of greetings and apologies to peers or teachers; role play a telephone conversation making an appointment with a friend, a school counsellor and a perspective employer).

Writing
CWR3.02 - use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions.

Social and Cultural Competence
CSC1.04 - initiate and participate in conversations about current events and issues;
CSC2.05 - identify and describe appropriate strategies for specific tasks (e.g., brainstorming to generate ideas; categorizing to manage information).

Prior Knowledge & Skills

- Ability to formulate "wh" questions
- Ability to use English phrases to ask for clarification
- Ability to maintain face to face conversations
- Knowledge of conversational gambits for introductions, conclusions, clarification, and thank-yous

Planning Notes

- Make arrangements for students to interview students in a mainstream class.
- With your class develop a checklist to be completed as a self-assessment at the conclusion of the interview. Some possible questions for the checklist are:
  - Did my interviewee understand me?
  - Did the interviewee ask for clarification of my ideas? Could I explain my ideas?
  - Did I take notes?
  - Did I make eye contact?
  - Did I comment on my interviewee's answers and ask additional questions?
  - Did I introduce myself?
  - Did I thank my interviewee at the conclusion of the interview?
  - Did I initiate the interview with small talk?
  - Did I use an appropriate tone of voice?
  - If I were to do this again, how could I improve?

Teaching/Learning Strategies

1. Inform students that they will be interviewing peers from a mainstream class to discover their hopes, dreams, qualities, motivators, and incentives and that they will be completing a self-assessment at the end of the interview. Provide them with a checklist.
2. Review/teach "wh" question format. Review conversational gambits for making small talk, making introductions, thanking, and asking for clarification.
3. In groups, students make up a list of questions that they could ask and share these with the class, e.g., What is your favourite subject? What are your strengths? What do you want to be doing ten years from now? What is something you enjoy doing? How will you achieve your goal or dream? Record these questions on the board. Make grammatical corrections as needed. Students select a minimum of 10 (maximum of 15) questions that they would like to ask and develop a questionnaire from these.

4. Students write their own responses to the questionnaire they have prepared and file their answers for use in the next activity.
5. Students practise their interview with classmates and then interview peers. Students record the responses.
6. As a class debrief the interview experience. Talk about their feelings, fears, realizations, what was easy and what was difficult. Students complete the self-evaluation. Collect and assess for completion and future planning.

Assessment & Evaluation of Student Achievement

- Self evaluation of interview with peer. Assess their own ability to: clarify information, initiate and develop comments and questions on peers' answers, participate in informal conversation, use appropriate language and register, discuss personal goals and dreams CORV.03, COR1.02, COR1.03, COR3.01, CSC1.04 (T/I, C)

Accommodations

- Students may conduct interviews in pairs.
- Students may interview more than one other student.
- Students may interview a teacher.
- Refer to grammar texts if students need extra help with "wh" questions.

Activity 4: Comparing and Reflecting on Dreams

Time: 360 Minutes

Description

Using their own responses from Activity 3, students use a graphic organizer to compare their responses to those of a Canadian peer. Students learn to formulate and use complex sentences to present factual conditional tense. Students write linked paragraphs in which they compare and contrast themselves to the person they interviewed and discuss how they will achieve their goals for the future. These paragraphs are submitted as the second entry of their Autobiographical Portfolio.

Strand(s) & Learning Expectations

Writing

CWRV.02 - use the writing process, with teacher guidance, with an emphasis on peer and independent review on content and organization;
CWRV.03 - arrange ideas in logical order and present them in linked sentences and paragraphs;
CWRV.04 - use a variety of sentence patterns and conventions of standard Canadian English with some accuracy in written work;
CWR1.03 - write expository paragraphs related to classroom assignments or on topics of personal interest;
CWR2.01 - revise first drafts to clarify ideas and organization;
CWR2.02 - link paragraphs about a central idea, using common transition words (e.g., *first, next, then, both*) to indicate relationships such as sequence of events or points of comparison;
CWR2.03 - edit their own writing with attention to specific language features identified by the teacher (e.g., tense consistency, subject-verb agreement, use of articles);
CWR2.04 - use word-processing software to compose and edit their writing;
CWR2.05 - use graphic software to format and embellish their writing;

CWR3.01 - use a variety of simple, compound, and complex sentences in their writing;
CWR3.02 - use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative construction;
CWR3.03 - use passive voice, conditionals, and adverb and adjective phrases in some written work.

Prior Knowledge & Skills

- Familiarity with graphic organizers
- Ability to write simple and compound sentences
- Ability to use the comparative
- Knowledge of basic paragraph structure

Planning Notes

- In this activity students will be writing three paragraphs.

Paragraph 1	Hopes and Dreams	Simple compound and complex sentences
Paragraph 2	My Partner and I	Comparative
Paragraph 3	Meeting My Goals	Present Factual Conditional

- Make class sets of Appendix E, Appendix F, Appendix G.
- Book the computer lab (where available) for students to word process their paragraphs. If computers are not available, have students rewrite their paragraphs by hand and embellish them.

Teaching/Learning Strategies

1. Students use their own responses from Activity 3 and the responses of students they interviewed to complete a chart similar to the following:

Question	My Response	Interviewee's Response
1. What is your favourite subject?	ESL	English

2. To introduce the formation of complex sentences review simple sentence structure through examples. Next show how a simple sentence becomes a dependent clause when a subordinate conjunction is added, e.g., I wear glasses. Although I wear glasses… See Appendix E for more examples of subordinate conjunctions. Students complete the first exercise on Appendix E and check for accuracy.
3. Study the examples on Appendix E – Complex Sentences and have students complete the second exercise. Remind students to be careful of their choice of tenses in each clause when they are joining independent and dependent clauses. They must consider the relationship of the action and the meaning they wish to convey. You may want to give students additional practise.
4. Using ideas from Appendix D – Characteristics of Famous Canadians and simple, compound and complex sentences, students write Paragraph 1 about their hopes, dreams, qualities, motivators, and incentives. A possible topic sentence could be, "*Since moving to Canada, my hopes, dreams and motivations have changed.*" A possible concluding sentence might be "*I am looking forward to my future in Canada.*"
5. Using the chart completed in Learning Strategy 1 and the comparative, students write Paragraph 2 in which they compare themselves to the person that they interviewed.
6. Use Appendix F to teach the present factual conditional tense.
7. Students write Paragraph 3 about themselves, using the present factual conditional to express what they could do in order to achieve their goals. A possible topic sentence might be. *The things that I do in the present will help pave the road to my future. If I…*

8. Model for students methods of linking paragraphs through transition words, ideas or sentences. For example, to link Paragraphs 1 and 2, students could use the following for the topic sentence for the second paragraph, "*Jennifer, the person I interviewed is also excited about finishing high school.*"
9. Individually students link Paragraphs 1 and 2 and Paragraphs 2 and 3.
10. Students edit their two sets of linked paragraphs. Edit Paragraph 1 for sentence variety and sentence structure. Edit Paragraph 2 for correct use of the comparison and contrast. Edit Paragraph 3 for correct use of the present factual conditional. Students check for evidence of links between paragraphs.
11. Students use computer software to rewrite and embellish both pairs of linked paragraphs and submit rough and final drafts as the second entry in the Autobiographical Portfolio.
12. Use the assessment tool in Appendix G to assess their paragraphs.

Assessment & Evaluation of Student Achievement

- Summative assessment of paragraph writing. Assess the paragraph using the rubric provided in Appendix G. (K/U, T/I, C, A)

Accommodations

- Provide additional exercises for grammar reinforcement.
- Students relate information about themselves and peers to information they read about famous Canadians.

Resources

Fuchs, M. and M. Bonner. *Focus on Grammar – High Intermediate*. Toronto: Addison-Wesley, 1995. ISBN 0-201-65689-2

Oshima, A. and A. Hogue. *Introduction to Academic Writing*. Toronto: Addison-Wesley ISBN 0-201-69509-X

Pollock, C.W. *Communicate What You Mean*. Toronto: Prentice Hall Regents, 1982. ISBN 0-13-153486-6

Unit 1 – Appendix A

Autobiographical Portfolio Assignment

Information For Students

Throughout this course you will be completing a variety of assignments about yourself. These assignments will form the basis of an autobiography.

- Decorate the cover of your portfolio with pictures or photos of yourself, your family, your friends, your interests and hobbies, your dreams for the future, and symbols of how you see yourself and others see you.
- Attach this sheet onto your portfolio. It is the Table of Contents for your autobiography. It outlines the different entries in your autobiography
- Use the writing process for each entry and submit both the rough and final drafts of your work.
- Word process the final entries and embellish with graphic software or drawings.

Your portfolio will include the following five entries:

1st Entry - Unit 1	Poem	How I See Myself and How Others See Me
2nd Entry - Unit 1	Linked paragraphs	Comparing and Reflecting on Dreams
3rd Entry - Unit 2	Letter to a friend	Thoughts and Advice
4th Entry - Unit 3	Personal Reflection	"I like you; I like you not"
5th Entry - Unit 4	Expository paragraphs	Memories, Influences and Mentors

Information For Teachers

The Autobiographical Portfolio is an ongoing activity. It is comprised of the following five entries:

Unit 1 - 1st Entry	Poem	How I See Myself and How Others See Me
Unit 1 - 2nd Entry	Linked paragraphs	Comparing and Reflecting on Dreams
Unit 2 - 3rd Entry	Letter to a friend	Thoughts and Advice
Unit 3 - 4th Entry	Personal Reflection	"I like you; I like you not"
Unit 4 - 5th Entry	Expository paragraphs	Memories, Influences and Mentors

For each entry students should use the writing process. Students should submit their rough work with indication of editing and their final copies should be word processed and embellished with graphic software, if possible. This work will be kept in a two-pocket folder with the rough work stored in the left pocket and the polished copies kept in the right pocket. As the work is marked, the rough work could be filed in student binders.

Mark each entry as it is completed using the guidelines given throughout the units.

To complete this project, there is an oral presentation in Unit 4 of one selection from the portfolio. For the oral presentations students should reflect on their portfolio in general and then focus on a particular selection. The following points may help the students to develop their presentation:

1. Explain/read/describe the selection you chose to present. Create a visual illustrating your selection.
2. Why did you choose this entry?
3. What did you learn about yourself by doing this portfolio assignment in general and, and what did you learn about yourself from the specific entry you chose?
4. What are your future goals and action plans? Relate these to what you learned about yourself by doing this portfolio.

Unit 1 – Appendix B

How I See Myself And How Others See Me

By H.K.
(from *Urban Voices*)

My mom sees me as
A fly waiting to be swatted
And as a painting that
Needs to be finished.

My Dad sees me as
A piece of writing
That he needs to edit,
And as a project
That needs to be
Marked.

My sister sees me as
A model that
Everyone wants to be,
Especially her.

My Grandma sees me
As an ingrown toenail,
A nuisance that is hard
To fix.

I see myself as
An opportunity that
No one else had had.
And as a wild
Horse that looks
Peaceful but can
Buck real hard.

Permission given by author to include in ESL CO Profile.

Unit 1 – Appendix B (Continued)

How I See Myself And How Others See Me

By L.Z.
ESL CO student A.Y. Jackson Secondary School
09/2000

My mom sees me as
A fast clock that works in the morning.
She wants to slow me down
And even close me.

My dad sees me as
A helpful notebook,
Where he'd rather leave memories than
Keep them.

My friends see me as
A young baby,
A person who always makes their necks ache,
And a person who always makes them laugh.

My diary sees me as
A big mouth.
Something that can't stop blowing up
Personal secrets.

I see myself as
A super laugh machine,
That no one else can replace.
And as a turtle
Who feels comfortable, safe and peaceful in its own shell.

Permission given by author to include in ESL CO Profile.

Unit 1 – Appendix B (Continued)

How I See Myself And How Others See Me

By K.X.
ESL CO student, A.Y. Jackson Secondary School
09/2000

My parents see me as a drum set.
I use my two hands to do so
Many things for them.
Sometimes, I can't play
Fast enough.

My friends see me as a good singer.
I can share my best,
My music with them
Even though my voice
Is not perfect.

Strangers see me as a
Bass guitar.
I am so reserved and shy.
Sometimes I can't even
Talk to strangers.

I see myself as an electric guitar.
I have as many feelings as its tone and colour.
When I am happy, I will be happier than everyone.
If I am sad, I will be the saddest person in the world.
Every true feeling comes together.
That is the true me.

Permission given by author to include in ESL CO Profile.

Unit 1 – Appendix C

Vocabulary Building

1. Place the words from the vocabulary list into the correct column(s) in the chart below based on their usage in the passage you have read.
2. Use your dictionary to find at least one other form of each word. Write this form into the correct column(s) on the chart.
3. Find 5 additional words in the article that are new to you. Put them into the correct place in the chart and find at least one other form of each word. Add this other form of the word to the chart.
4. Choose any five words from the chart and make a sentence for each. Your sentences should show the meanings of the words.
5. Not every space in each row can be filled.

(*Words in italics are examples of how to complete the chart*)

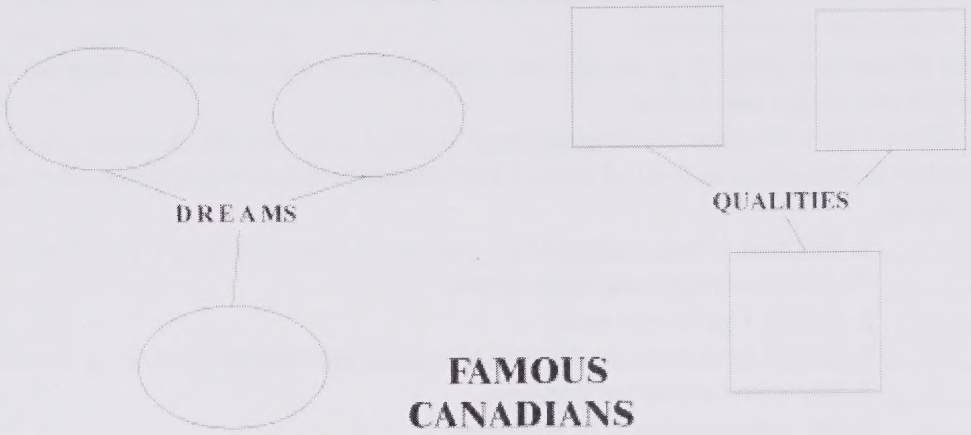
Noun	Verb	Adjective	Adverb	Specialized Terms	Idioms
astronaut				*Astronaut*	
		capable	*capably*		
encounter	*encounter*				
fire	fire				*to fire an employee*

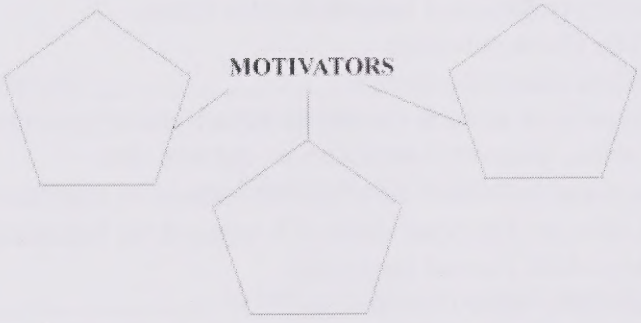
Answer Sheet

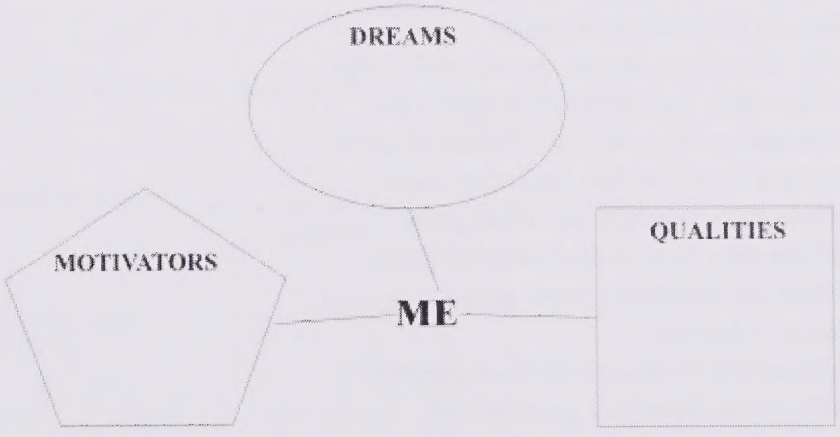
Noun	Verb	Adjective	Adverb	Specialized Terms	Idioms
astronaut				*astronaut*	
		capable	*capably*		
encounter	*encounter*				
fire	fire				*to fire an employee*
honour	*honour*	*honourable*	*honourably*		
key					*to key into; be keyed up*
nausea		*nauseous*			
patriot		*patriotic*	*patriotically*		
physician				*physician*	
physiology		physiological	*physiologically*	*physiology*	
qualification	*qualify*	qualified			
rapture		*rapturous*	rapturously		
research	*research*				
	sever	*severed*			
sexism		*sexist*			
shuttle	*shuttle*			*shuttle*	
	slight				
		unabashed	*unabashedly*		

Unit 1 – Appendix D

Characteristics of Famous Canadians







Unit 1 – Appendix E

Complex Sentences

An **independent clause** is a group of words containing a subject and a verb.

e.g., *Jessica loves mathematics.*

A **dependent clause** is a clause (a group of words with a subject and a verb) that does not express a complete thought and cannot stand alone.

e.g., *When I have finished reading the book*

Write independent or dependent in front of each of the following clauses. Put a period after each independent clause.

_____ 1. Because I love mathematics
_____ 2. I love solving computer problems
_____ 3. Before I go to university
_____ 4. After I have married the woman/man of my dreams
_____ 5. My friend wants two children
_____ 6. My father speaks four languages
_____ 7. Although I am graduating next year
_____ 8. Playing professional basketball is my dream
_____ 9. While I'm at university
_____ 10. When I have the money

One type of dependent clause is an **adverb clause**. An adverb clause gives more information about the main clause. It tells why, when, where or it introduces an opposite idea.

Adverb clauses may be placed in front of the independent clause or after the independent clause.

Note: There is a comma after the dependent clause if it comes at the beginning of a sentence.

e.g., *When I was a child, I loved geography.*

e.g., *I loved geography when I was a child.*

Adverb clauses begin with subordinating conjunctions (transitional words)

To tell **why:** *because, since*

Because I love computer games
Since I love computer games

To tell **when:** *when, whenever, before, since, while, after*

When they were at the basketball game
Whenever they went to a basketball game
Before they went to a basketball game
Since they went to a basketball game
While they were at the basketball game
After the basketball game started

To tell **where:** *where, wherever*

Wherever the basketball finals are held
Where the basketball game is held

To introduce an **opposite** idea: a*lthough, though, even though*

Although I have an average of 88%
Though I have an average of 88%
Even though I have an average of 88%

Unit 1 – Appendix E (Continued)

Complex Sentences

Correctly complete each of the following sentences using your imagination and a subordinating conjunction (transition word) from the list above.

For example:
Math has been my favourite subject *since I was in Grade two*.
(when)

1. I have always found it easy to learn a language _____
(opposite)

2. I don't want to go away to university _____
(why)

3. I wanted to study medicine _____
(when)

4. I will study math and physics _____
(where)

5. _____, my brother is much better.
(opposite)

6. _____, he will probably be a mathematician.
(when)

7. I hope to have two children _____
(when)

8. Ten years from now I hope to be an Engineer _____
(why)

9. I will not become a teacher _____
(opposite)

10. _____, I feel exhilarated.
(when)

Unit 1 – Appendix F

The Present Factual Conditional

A complex sentence in which the subordinating conjunction is ***if***, is called a conditional sentence. *The subordinating conjunction,* **if** *may appear at the beginning of a sentence or between the clauses. When the* **if clause** *comes first, put a comma between the two clauses.*

If I learn French, I will be trilingual.
I will be trilingual if I learn French.

In a present factual conditional sentence use the present tense for the verb in the dependent clause and use the future tense for the verb in the independent clause.

If it snows, we will go skiing.
We will go skiing if it snows.

Present factual conditional sentences are used to express general truths and scientific facts.

If the temperature *drops* below zero, water *will freeze.*
Water *will freeze* if the temperature *drops* below *zero.*
If the temperature *drops* below zero, it *will be* difficult to drive on the icy roads.
It *will be* difficult to drive on the icy roads if the temperature *drops* below zero.

Present factual conditional sentences can also be used to express how present day actions will impact the future.

If I *win* the lottery, I *will donate* money to charity.
****

Below are two lists of situations. Use these to make sentences in the present factual conditional. For each sentence you make, choose the situation for one clause from column A and the situation for the other clause from Column B. Make sure the punctuation and verb tenses in your sentences are correct.

Column A	**Column B**
understand the lesson	take a long time to get home
shut off alarm	make extra money
take driver's education	earn a scholarship
buy a CD	do homework
get excellent marks	be late for school
read the newspaper	learn ten new words a day
improve my vocabulary	get my license
snows very heavily today	improve my English skill
get a part time job	not have money for lunch

Unit 1 – Appendix G

Tool For Assessing Linked Paragraphs

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Demonstrates knowledge of paragraph structure • topic sentence • supporting ideas • concluding sentence CWR1.03	limited	some	considerable	thorough
Is able to link two paragraphs CWR2.02	limited	some	considerable	thorough
Chooses appropriate information CWR1.03	limited	some	considerable	high degree
Demonstrates clarity and coherence CWRV.03	limited	some	considerable	high degree
Uses complex sentences with adverb clauses correctly CWR3.01	limited	some	considerable	to a high degree
Uses the present factual conditional correctly CWR3.03	limited	some	considerable	to a high degree
Uses the comparative correctly CWR3.01	limited	some	considerable	to a high degree
Uses word processing and graphic software competently CWR2.04, CWR2.05	limited	some	considerable	to a high degree

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 2: Canadian Dreams and Realities

Time: 25 hours

Unit Description

After reading an essay about Canada as a land of dreams, students consider the dreams that brought them and their families to Canada and use this as a basis for a collage or Venn diagram. From this essay, current issues in Canadian society are identified. Students discover the historical and geographical basis for these issues. Students gather information in a variety of graphic organizers and search newspapers and the Internet to discover how these issues impact life in Canada today. This information forms the basis for the culminating activity, a group presentation. The language emphasis of the unit is on modal verbs, letter writing, and the present perfect.

Unit Synopsis Chart

Activity	Expectations	Assessment	Focus/Tasks
1. Grounding Your Dreams in Reality 6 hours	COR1.04, COR1.05, CREV.03, CRE1.02, CRE1.04, CRE2.02, CRE3.03, CWRV.03, CWR1.04, CWR2.01, CWR2.03, CWR2.04, CWR2.05, CWR3.01, CWR3.02, CWR3.07, CWR3.08, CSC1.04, CSC2.06	**Formative:** - ability to work in groups (C) - collage/Venn diagram (T/I) - vocabulary (K/U) reading comprehension (K/U) understanding point of view (K/U) **Summative:** activities assessed - letter to a friend (K/U, T/I., C, A)	**Focus:** Group work, reading and Portfolio Assignment **Tasks** • collage/Venn diagram • reading comprehension • vocabulary study • modals • third portfolio entry: letter to a friend giving thoughts and advise about Canada
2. Understanding Canadian Issues 14 hours	CORV.04, COR1.04, COR1.05, COR4.01, COR4.03, CREV.02, CREV.03, CRE2.01, CRE3.01, CRE3.03, CRE4.02, CRE4.03, CWRV.03, CWR3.01, CWR3.02, CSCV.01, CSC1.01, CSC1.03, CSC1.04, CSC2.04, CSC2.05	**Formative:** - reading comprehension (K/U) - graphic organizers (K/U) **Summative:** activities assessed - ability to work in groups (C, A) - "wh" questions and answers on media articles (T/I, C) - linked sentence answers to questions (T/I, C, A) - Media Watch (T/I, C)	**Focus:** Developing critical reading and thinking skills through the study of Canadian Issues both past and present • read information about Canadian issues and complete comprehension exercises • complete graphic organizers • search media for current articles on identified issues • compile a scrapbook

3. Talking To Canadians 5 hours	CORV.01, CORV.02, COR1.02, COR1.04, COR1.06, COR2.01, COR2.02, CWRV.03, CWR1.02, CWR3.02, CSCV.01, CSC1.01, CSC1.03	**Summative:** oral presentation (K/U, T/I, C, A)	**Focus:** Dialogue writing and oral presentation **Tasks** • dialogue writing • oral presentation

Activity 1: Grounding Dreams in Reality

Time: 360 minutes

Description

Students prepare group collages or Venn diagrams which reflect on the visions/ideas that they had about Canada before they came and the realities of life in Canada. Students read and discuss an essay about Canada as a land of dreams and complete comprehension and vocabulary exercises on it. Using examples from the essay, students learn the meanings of various modal verbs and use these to write a letter of advice to a friend. They include this letter in their Autobiographical Portfolio.

Strand(s) & Learning Expectations

Strand(s): Oral and Visual Communications

Oral and Visual

COR1.04 - participate in group work, cooperative games and team work;
COR1.05 - use a variety of strategies to participate in small group discussions (e.g., ask questions to clarify a point; elaborate and or modify statements to find a basis for agreement).

Reading

CREV.03 - read for specific purposes with teacher guidance;
CRE1.02 - identify a reader's or character's point of view in short novels;
CRE2.02 - use dictionaries and a thesaurus to build vocabulary;
CRE3.03 - demonstrate comprehension of passages containing complex verb forms, with teacher guidance (e.g., sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures).

Writing

CWRV.03 - arrange ideas in logical order and present them in linked sentences and simple paragraphs;
CWR1.04 - write personal and business letters, using appropriate conventions for salutations and closings;
CWR2.01 - revise first drafts to clarify ideas and improve organization;
CWR2.02 - link simple paragraphs about a central idea, using common transition words (e.g., *first, next, than, both*) to indicate relationships such as sequence of events or points of comparison;
CWR2.03 - edit their own writing with attention to specific language features identified by the teacher e.g., tense consistency, subject-verb agreement, use of articles;
CWR2.04 - use word-processing software to compose and edit their writing;
CWR2.05 - use graphics software to format and embellish their writing;
CWR3.01 - use a variety of simple, compound, and complex sentences in their writing;
CWR3.02 - use appropriately, and with some accuracy, common tenses, and verb phrases, adjectives, adverbs, conjunctions, prepositions of directions and time, and interrogative and negative constructions;
CWR3.08 - use some visual features of text for emphasis e.g., italics, boldface and underlining;

Social and Cultural Competence
CSC1.04 - initiate and participate in conversations about current events and issues;
CSC2.06 - use first languages appropriately in classroom and social situations (e.g., to clarify a term or concept; to provide assistance to newly arrived students).

Prior Knowledge & Skills

- Ability to work in groups
- Knowledge of the format of a friendly letter
- Knowledge of sentence structure

Planning Notes

- For the collage assignment, obtain a supply of magazines, bristol board, glue, markers, etc., for student use. Alternatively, review/teach the Venn diagram.
- Be sensitive to the fact that some students may not have come to Canada out of choice and may not have had dreams about coming to Canada.
- Obtain a copy of an essay about new immigrants' dreams, such as *Bring Your Dreams to Canada, But Not Old Feuds*.
- Prepare a vocabulary exercise for *Bring Your Dreams to Canada, But Not Old Feuds* or an essay of your choice. See Unit 1 for an example.
- Prepare an overhead with examples of imperative sentences from the chosen essay. For example: Bring your dreams. Love your old country. Get involved. Love Canada more. Travel. On the same overhead modify these sentences using modals. For example: You should love your old country. You might love Canada more. You may bring your dreams. You can get involved. You must leave behind old feuds. You could travel. This activity should only use modals followed by the simple form of the verb. When followed by other verb forms, the meanings of the modals change.

Teaching/Learning Strategies

1. To focus students on the dreams they had for their life in Canada, have students individually answer the following questions in point form. Allow about 5 minutes for students to complete this activity.
    - Where were you when you were told you were immigrating to Canada?
    - Who told you?
    - How did you feel?
    - Was it a surprise or had you been part of the plans?
    - How did the other members of your family feel about coming to Canada?
    - What were your first thoughts about Canada when you heard the news?
    - What did other people in your country tell you about Canada?
    - How did you picture your social life?
    - How did your friends react to the news that you were immigrating to Canada?
    - How did you imagine Canada would look?
    - What did you think school would be like?
    - What did you think your new home would be like?
    - What did you think you would miss the most?
2. Students share their responses with a partner. Join two pairs of students to form groups of four. In this group of four, students first share their answers to the questions above and then complete the following collage assignment.

3. Instruct students to create a group collage or Venn diagram. Collage: The first section depicts the visions/thoughts they had of Canada before they arrived and the second depicts the realities of Canadian life. Some areas that they could consider for their collage include: weather, housing, cityscape/countryside, people, school, fashion, music, jobs, social life, sports, environment. As students prepare their collages, circulate around the room to assist and to observe group interaction.
   Venn diagram: In the first circle students write words or phrases that depict the thoughts and visions they had of Canada before their arrival. In the second circle students write words and phrases that depict the realities of life in Canada since their arrival. The central, overlapping part of the diagram would represent thoughts and visions that have not changed.
4. Post student diagrams/collages at different points around the classroom. Form new groups of students, each of which has one member of each of the former groups. (jigsaw groups). In their new groups students circulate. At each collage or diagram the person who worked on that collage explains the images to the rest of the group. Assess collage formatively for creativity and depth of thought.
5. As a prereading activity, students complete a teacher prepared exercise on the vocabulary from the article, *Bring Your Dreams to Canada, But Not Old Feuds* or another similar essay. Read the essay to the class. Discuss and clarify the meaning of the essay. Relate the issues in the essay to the collages that the students have just completed.
6. Ask students to reread the article independently and answer comprehension questions in complete sentences. These questions further develop students' understanding of the essay. Take up responses as a check for understanding.
7. Ask students for examples of the imperative and when and why the imperative is used. Ask students to find examples of the imperative in essay. Explain how the author uses this structure to express his point of view.
8. Explain to students that there is more than one way to give instruction and offer suggestions. Display the teacher prepared overhead with modal sentences and discuss with students the differences between these sentences. Explain that, when followed by the simple form of a verb, "should" is used to give advice, "can/could" is used to make suggestions, "may/might" is used to express possibility, and "must" is used to express necessity.
9. Review/teach elements of the personal letter. Students write a letter, using modals, to a friend who is considering immigration to Canada. In this letter students offer their thoughts on their new country and give advice and suggestions to the potential immigrant. Students edit, word process, and submit their letters for marking. Include this letter as the third entry in the Autobiographical Portfolio. Assess letter for correct use of letter format, use of modals, content, variety of sentence structure, use of computer software and graphics.

Assessment & Evaluation of Student Achievement

- Formatively assess ability to work in groups. COR1.04, COR1.05
- Formatively assess collage or Venn diagram for creativity and depth and breadth of ideas. CWR2.01
- Through classroom discussion, formatively assess students' understanding of the article and of the author's point of view. CRE1.02, CRE3.03
- The personal letter in this activity is part of the Autobiographical Portfolio. Summatively assess student letters for knowledge of letter format and correct use of modals, quality of content and ideas, variety of sentence structure, use of computer software and graphics CWR1.04, CWR2.05, CWR2.04, CWR2.03, CWR2.01, CWR3.01, CWR3.02, CWR3.08

Accommodations

- Provide additional exercises to practise the use of modal verbs.
- Students e-mail their letters to friends and ask for responses to their letters.
- Students make an outline for their letter with a partner.

Resources

Azar Shrampfer, B. *Fundamentals of English Grammar.* Toronto: Prentice Hall Canada, 1992. ISBN 0-13-338278-8

Blanchard, K. and C. Root. *Ready to Write.* Toronto: Addison-Wesley, 1994. ISBN 0-201-85999-8

Fuchs, M. and M. Westheimer. *Focus on Grammar-Intermediate.* Toronto: Addison-Wesley, 1994. ISBN 0-201-65685-X

Pollock, C. *Communicate What You Mean.* Toronto: Prentice Hall, 1982.

Porter, J. *Voices Past and Present.* Toronto: Wall and Emerson, 2000. ISBN 1-895131-19-7
Contains the essay "Bring Your Dreams to Canada, But Not Old Feuds"

Activity 2: Understanding Canadian Issues

Time: 840 minutes

Description

Students use an article about the dreams of immigrants to identify current Canadian issues and learn the *present perfect* tense. Students focus on three current Canadian issues that have roots in the past. They compile a "Canadian Scrapbook" in which they record information that they gather about these issues. For each issue, students explore the historical basis, find and read current articles in print or electronic media, consider the benefits and challenges that these issues present to Canada, and reflect on the impact of these issues on their own lives.

Strand(s) & Learning Expectations

Oral and Visual

CORV.04 - create and analyse a variety of media works;
COR1.04 - participate in group work, cooperative games, and team work;
COR1.05 - use a variety of strategies to participate in small group discussions (e.g., ask questions to clarify a point; elaborate and/or modify statements to find a basis for agreement);
COR4.01 - respond through discussion to a variety of media words;
COR4.03 - compare information about current events and issues from more than one media source (e.g., television and newspaper accounts of the same event).

Reading

CREV.02 - demonstrate knowledge of subject-specific terms;
CREV.03 - read for specific purposes with teacher guidance;
CRE2.01 - demonstrate knowledge of some key specialized terms in different subject areas (e.g., photosynthesis, osmosis, membrane in biology);
CRE3.01 - extract information from specific features/sections of grade-level texts (e.g., footnotes, chapter summaries, tables, illustrated figures);
CRE3.03 - demonstrate comprehension of passages containing complex verb forms, with teacher guidance e.g., sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures;

CRE4.02 - compare information from various sources for classroom research (e.g., print and non-print, magazines and newspapers, CD-ROMs);
CRE4.03 - take notes from a variety of sources, using graphic organizers such as charts and tables as a guide.

Writing
CWRV.03 - arrange ideas in logical order and present them in linked sentences and paragraphs;
CWR3.01 - use a variety of simple, compound and complex sentences in their writing;
CWR3.02 - use appropriately and with some accuracy common tenses and verb phrase, adjectives, adverbs, conjunctions, prepositions of direction and time and interrogative and negative constructions.

Social and Cultural Competence
CSCV.01 - use knowledge of Canadian culture and history in school and social situations;
CSC1.01 - explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., the effect of rivers on transportation routes and settlement patterns);
CSC1.03 - demonstrate understanding of and sensitivity to a wide variety of cultures and languages in Canada (e.g., explain the benefits and challenges of living among diverse cultures);
CSC1.04 - initiate and participate in conversations about current events and issues;
CSC2.04 - negotiate roles and tasks in cooperative learning activities;
CSC2.05 - identify and describe appropriate strategies for specific learning tasks (e.g., brainstorming to generate ideas; categorizing to manage information).

Prior Knowledge & Skills

- Ability to extract information from text and oral discussion
- Ability to write answers in linked sentences
- Ability to use the Internet
- Ability to skim and scan
- Ability to map and create legends
- Ability to create complete graphic organizers

Planning Notes

- Make an overhead of the three examples of the *present perfect* used in the essay from Activity 1.
- This activity could be organized in one of three ways:
  a) The teacher leads the class sequentially through issues, such as Multiculturalism, Canada/U.S. relations, French/English relations, and Inuit and Other Aboriginal People.
  b) The teacher divides the class into groups (for example, four groups of three students). Each group works independently to examine a different issue. If your class is larger two groups can examine the same issue.
  c) A combination of a and b.
- Consult your history department to obtain resources and/or texts with articles on multiculturalism/US relations in the areas of culture, economics and politics.
- Obtain Canadian atlases.
- If you are not using the materials noted in Resources, collect alternate materials and prepare comprehension questions where necessary.
- Create a graphic organizer with five columns. See Teaching/Learning Strategies for the categories.
- Book the Library/Resource Centre and/or Computer Lab for students to access print and electronic newspapers.

- Obtain a class set of scrapbooks or ask students to purchase scrapbooks. Provide markers, glue sticks, magazines, scissors, etc., for students to decorate the scrapbooks.
- Obtain a copy of a map of southern Ontario and make a class set.
- Make class sets of Appendix A, B and C. The articles in Appendix A and B were specially written for this unit.

Teaching/Learning Strategies

1. Return to the article from Activity 1 and reread as a class. Write three examples of the present perfect used in this essay on an overhead or the board. Ask students why the author uses the *present perfect* tense in the essay. Teach the formation and use of the *present perfect.* Have students complete related exercises.
2. Make a list on the board of Canadian issues identified in the article that began in the past and continue to the present, such as Multiculturalism, Canada/US relations, French/English relations, East/West relations, Native issues, Atlantic Provinces' issues. Briefly discuss these issues with the class. Ask questions such as: Why are there so many different nationalities in Canada? How do Canadians feel about Americans and America? Why do some people in Quebec want to be separate from Canada? Who are the Native Canadians and how are they treated?
3. Tell students that they will be studying current Canadian issues throughout this unit. Instruct students to read newspapers and magazines and listen to radio and television newscasts to gather any information about these Canadian issues. Distribute Appendix C – Media Watch and explain how to complete this worksheet using the following example:

Date	Time	Kind of News	Name of Media Source	Summary
November 22, 2000	6 P.M.	International	CBC	The Toronto Stock Exchange is unstable because of the uncertain results of the American election.

   At the completion of the study of Canadian issues, students put this chart into their scrapbook.
4. Tell students that they will be studying four current Canadian issues in depth. Distribute scrapbooks to the class and inform the students that they will use these to build a "Canada Scrapbook". Students decorate the cover and title the scrapbook. Students leave the first page blank. This will become the Table of Contents. On the second page, students create a title page for the topic Multiculturalism. At the beginning of each topic, students create a new title page and at the conclusion of each topic students complete the Table of Contents with the appropriate information.

Multiculturalism

1. Students read an article about immigration, such as the one from *Ontario Reader 1999*, pp.61-63 titled, *Canada: Nation of Immigrants*.
2. Using the information from the article, students complete a teacher created graphic organizer on which they record the countries from which immigrants came to Canada, the reasons why they came, the years that they came, and the area(s) of Canada that they settled in.

Country	Dates	Reasons	Numbers	Area(s)
China	1881-1885	To build the railway	15 000	British Columbia

3. Using an overhead or the board, check that all students have the correct information in their charts. Students correct their charts and glue them into the scrapbook.
4. With the students, read an article on Multiculturalism in Canada. Such articles can be found in a number of Canadian history texts: The article should define the terms Canadian mosaic and melting pot, and present Trudeau's policy for, and vision of, a multicultural Canada. Have students create a T-chart in which they record the benefits and challenges of multiculturalism.
5. Using an overhead or the board, check that all students have the correct information in their T-charts. Students correct their charts and glue them into their scrapbooks.
6. Distribute a short, current article from the Internet or a newspaper about Canada's multicultural society. Read the article with the class. As a class, develop 5 WH questions about the article. Students independently answer the questions, insert the article, the questions, and their answers into their scrapbooks.
7. In pairs students find another article about multiculturalism, create 5 WH questions about the article and answer the questions. Insert this information into their scrapbook.
8. Individually students use linked sentences to respond to the following questions:
   - Why did Canada become a nation of immigrants?
   - What was Trudeau's policy?
   - What are the benefits and challenges of multiculturalism?
   - How does Canada's policy of multiculturalism relate to you?
   - What is your opinion of this policy?

   Students insert their answers into their scrapbooks and complete the Table of Contents.

Canada/US Relations

1. In their scrapbooks, students create a title page called CANADA/US RELATIONS.
2. In pairs, students read Appendix A – Canada/US Relations: The War of 1812.
3. Distribute a map of Southern Ontario to the students. Students place a symbol at the location of each of the following:
   a) the first battle of the War of 1812
   b) the second battle of the War of 1812
   c) the third battle of the War of 1812

   Students provide a legend to explain the symbols and give the dates and when completed.
4. Using an overhead or the board, check that all students have the correct information on their maps. Students correct their maps and glue them into the scrapbook
5. Students use Appendix A to discover the answers to the questions:
   a) Why was there tension between the United States and British North America? Find at least 3 reasons.
   b) What was the result of the battles of the War of 1812?
   c) Who fought on the Canadian side?
6. Using an overhead or the board, check that all students have the correct information to their questions. Students correct their answers and glue them into the scrapbook.
7. Explain to the students that there are still tensions between the US and Canada today even though Canada and the United States are at peace. Some topics to consider are:
   - Brain drain of skilled Canadian professionals to the US
   - The influence of American culture on Canadian culture
   - Canadian content in radio, television, and magazines
   - American take-over of Canadian companies
   - NAFTA – Free trade between Canada, the United States and Mexico

8. In pairs, students skim the newspaper or the Internet and find one article about disagreements/problems/tensions between Canada and the United States. Write 5 WH questions about each article and answer them. Put the articles, questions, and answers into their scrapbooks.
9. As a class brainstorm some of the benefits and challenges of the close relationship between Canada and the United States. Make notes from this discussion on a T-chart.
10. Using an overhead or the board, check that all students have the correct information in their T-charts. Students correct their charts and glue them into the scrapbook
11. Divide the class into three groups. Each group of students reads one article on one of the following connections between Canada and the U.S.: the cultural connection; the economic connection; or the political connection. Student groups use information from their article to add benefits and challenges to their T-charts. Reform the groups so that every group has an expert on each article. Students share their information and complete their T-chart. Glue the T-chart into their scrapbooks.
12. Individually students use linked sentences to respond to the following questions:
    - What happened in 1812? Why did this happen and what was the result?
    - Explain three current tensions that exist between Canada and the United States.
    - How does the relationship between the United States and Canada relate to you?
    - In your opinion, should Canada become the "51st State" of the United States?

    Students insert their answers into their scrapbooks and complete the Table of Contents.

French/English Relations

1. In their scrapbooks, students create a title page called FRENCH/ENGLISH RELATIONS.
2. Students read Appendix B about relations between the French and English in the 18th Century and answer the questions. Check that all students have the correct answers to their questions. Glue them into their scrapbooks.
3. Students create up a symbol and place it at the correct spot on a map of Canada for each of the following early settlements:
    - Louisbourg
    - Quebec City
    - Montreal
    - York (Toronto)
    - Fort Henry (Kingston)
    - Bytown (Ottawa)
4. Students individually make a legend of their symbols. Include the name of the settlement it represents and the date that settlement was founded beside each symbol.
5. Students individually colour code their maps to show the nationalities of the settlements. Using an overhead or the board, check that all students have the correct information on their maps. Students correct their maps and glue them into the scrapbook.
6. Explain to the class that even today, there are still tensions between the French Canadians and English Canadians. Have students read an article about the Quebec Referendum. Confirm their understanding of this article.
7. As a class brainstorm the benefits and challenges of Quebec remaining part of Canada. Record their ideas from the class discussion onto a T-chart. Using an overhead or the board, check that all students have the correct information on their charts. Students correct their charts and glue them into their scrapbooks.
8. Students use the Internet or newspapers to find a current article about French-English relations in Canada. Write 5 WH questions about the article and answer them. Students insert the article, questions and answers in their scrapbooks.

9. Individually, students use linked sentences to respond to the following questions:
   - How did the problems between the French and English in Canada begin?
   - What is a referendum and how could a referendum in Quebec affect the future of Canada?
   - What are the benefits and challenges of Quebec remaining part of Canada?
   - How does the fact that Canada is a bilingual/bicultural country impact your life?
   - In your opinion, should Quebec remain part of Canada? Support your opinion with reasons.

   Students insert their answers into their scrapbook and complete the Table of Contents

The Inuit and Other Aboriginal People

1. Independently or in pairs, students read articles on the Inuit. Using information in the articles, students complete a chart on which they compare the Inuit traditional way of life with the lifestyle of the modern Inuit under the following categories:
   a) housing
   b) leisure activities
   c) education
   d) language
   e) daily activities
   f) additional information

   Using an overhead or the board, check that all students have the correct information in their charts. Students correct their charts and glue them into their scrapbooks.
2. Using information in the articles they have just read, students answer the following questions in writing:
   a) When was the territory of Nunavut founded?
   b) What is its size and how many people live there?
   c) What is its official language?
   d) Who was controlling the area of Nunavut before the Nunavut Act?
   e) Why were the Inuit unhappy with this arrangement?
   f) Why was the territory Nunavut established? Give at least 3 reasons.
   g) What rights were the people of Nunavut given in the Nunavut Act of 1993?

   Using an overhead or the board, check that all students have the correct answers to their question. Students correct their answers and glue them into the scrapbooks.
3. Ask the students if they are familiar with other Aboriginal people in Canada and explain to the students that there are unresolved issues between the Aboriginal people in Canada and the Canadian Government today. As a class, brainstorm what some of these issues are and why they exist. Have students use the Internet or newspapers to find a current article about the Inuit or other Aboriginal people in Canada. Students make 5 WH questions based on the article and answer them. Students put the articles, questions, and answers into their scrapbooks.
4. As a class, brainstorm some of the benefits and challenges of being an Aboriginal person in Canada today. Students make notes from this discussion on a T-chart. Using an overhead or the board, check that all students have the correct information in their T-charts. Students correct their charts and glue them into their scrapbooks.

5. Individually, students use linked sentences to respond to the following questions:
   - Who are the Aboriginal peoples in Canada?
   - What is a First Nation community?
   - How has the life of the Aboriginal peoples changed over the last four hundred years?
   - Why are some Aboriginal peoples unhappy?
   - In your opinion, should Aboriginal peoples be given land or money to compensate for what has happened over the last four hundred years? Support your answer.

   Students insert their answers into their scrapbooks and complete the Table of Contents.

Assessment & Evaluation of Student Achievement

- Observe student behaviour and participation in groups. COR1.04, COR1.05, CSC2.04, CSC2.05
- Summatively assess the following assignments in the students' media scrapbook:
  a) "wh" questions and answers on media articles
  b) linked sentence responses to questions

  Assess for grammatical correctness, ability to locate information found in media sources, ability to extract information from texts, ability to comprehend information containing complex verb forms, CRE3.01, CRE3.03, CWR3.01, CWR3.02
- Summatively assess Media Watch chart (Appendix C) for completeness and accuracy of information. COR4.03

Accommodations

- Organize students into heterogeneous groups of mixed abilities.
- Collect articles and provide them for students if access to Internet or newspapers is difficult.
- Read news articles and develop and answer "wh" questions as a class rather than in pairs.
- Give students additional topics to research independently.
- Provide additional maps for visual support.

Resources

Azar Shrampfer, B. *Fundamentals of English Grammar.* Toronto: Prentice Hall Canada, 1992. ISBN 0-13-338278-8

McFadden, F., D. Quinlin, R. Life, and M. Pickup. *Canada, the Twentieth Century.* Richmond Hill: Fitzhenry and Whiteside, 1993. ISBN 0-88902-535-5
Contains articles on multiculturalism in Canada and on many aspects of US/ Canada relations

Zuern, G., *Ontario Times 1999.* Toronto: Newcomer Communications, 1999. ISBN 0-9681-725-2-0
Has simplified articles on multiculturalism, the Inuit, and the Quebec Referendum

Activity 3: Talking To Canadians

Time: 300 minutes

Description

Student groups create and conduct "person on the street interviews" on a specific Canadian issue. Incorporate the knowledge gained throughout Activity 2 to state opinions about the issues that confront Canadians today. The language focus of this activity is the correct use of common grammatical patterns and tone of voice in oral presentations.

Strand(s) & Learning Expectations

Oral and Visual

CORV.01 - initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions;
CORV.02 - communicate orally, using a variety of the conventions of English grammar with some accuracy;
COR1.02 - use tone of voice and gestures to clarify meaning in conversations (e.g., stress key content words to specify meanings);
COR1.04 - participate in group work, co-operative games and teamwork;
COR1.06 - use appropriate openings and closing in oral presentations (e.g., introduce a topic by asking a question; summarize key points);
COR2.01 - use common grammatical patterns with some accuracy (e.g., make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents);
COR2.02 - use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast).

Writing

CWRV.03 - arrange ideas in logical order and present them in linked sentences and simple paragraphs;
CWR1.02 - compose stories, poems, and dialogues;
CWR3.02 - use appropriately, and with some accuracy, common tenses, and verb phrases, adjectives, adverbs, conjunctions, prepositions of directions and time, and interrogative and negative constructions;
CSCV.01 - use knowledge of Canadian culture and history in school and social situations;
CSC1.01 - explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., the effect of rivers on transportation routes and settlement patterns);
CSC1.03 - demonstrate understanding of and sensitivity to a wide variety of cultures and languages in Canada e.g., explain the benefits and challenges of living among diverse cultures.

Prior Knowledge & Skills

- Knowledge of current Canadian issues and their historical basis
- Knowledge of interview format
- Knowledge of subject/verb agreement and correct use of verb tense

Planning Notes

- Tape a "person on the street interview" from a television newscast as an example for the class.
- If possible, obtain a video camera to record the student presentations.
- Make a class set of Appendix D – Talking to Canadians Interview.
- Make a rubric to assess the oral presentation. Use the written script to confirm assessment. See Student Achievement for headings.

Teaching/Learning Strategies

1. Show the class a video clip from a "person on the street" interview. Highlight the way in which the interviewer introduces him/herself, the program, and the issue. In addition highlight how s/he interacts with the interviewee, the tone of voice used, and interviews are linked to each other. Tell the class that they will be conducting similar interviews based on the issues they have been studying. Divide class into groups of four or five (these might be the groups they worked in for Activity 2)

2. Distribute Appendix D – Talking to Canadians. Student groups work together to develop and polish a script, assign roles and practise their presentation. Encourage students to include as much information in each of the given roles as possible. Assist students to develop appropriate tone of voice, openings and closings, and links between interviews. Encourage students to use props and to memorize their presentations. Establish a date for presentations.
3. On presentation day, videotape the presentations if possible. Collect written scripts to confirm the accuracy of information, correct use of sentence structure, modals, present perfect and other tenses. Assess presentation for tone of voice, opening and closing, use of linking words, clarity, audibility, fluency.
4. Provide opportunities for students to review the taped versions of their presentation for self-assessment and improvement.

Assessment & Evaluation of Student Achievement

- Oral assessment: Assess oral presentation for tone of voice, opening and closing, use of linking words, clarity, audibility and fluency. COR1.02, COR1.06, COR2.01, COR2.02
- Written and content assessment: Assess script of presentation for accuracy of information, correct use of sentence structure, modals, present perfect and other tenses.
  CSC1.02, CSCV.01, CWR.02, CWR1.02

Accommodations

- Allow student to videotape the presentation and show the video tape to the class.
- Allow students to refer to their notes.
- Allow a student to act as director or prop manager.

Resources

CBC News, CTV News, CITY News. Global News

Archer, L., C. Costello, and D. Harvery. *Reading and Writing for Success.* Toronto: Harcourt Canada, ISBN 0-7747-0197-8
Has a section with information and tips for making oral presentations

Unit 2 – Appendix A

Canadian Issues: Their Roots in Our Past and Their Significance in Our Present

Canada/US Relations

The War of 1812

At the beginning of the 19th century, Britain and France were at war. These wars were called the Napoleonic Wars because the leader of France was named Napoleon. Americans were unhappy because Britain was trying to stop them from trading with France. Also, the British needed sailors to fight in the war so they stopped American ships to look for possible sailors.

At the same time, many Americans thought the British colonies in Canada should be part of the United States. Because of this and their anger with the British, the United States started a war with Great Britain in 1812 by attacking the British colonies in Canada.

Between 1812 and 1814 many battles were fought in Upper and Lower Canada (Ontario and Quebec). The armies that defended Upper and Lower Canada were made up of Canadian* volunteers, Natives and British soldiers. In this war, Canadians* of all backgrounds fought to defend their colony.

The War of 1812 began in July 1812. In the first battle, on July 12th an army of American soldiers crossed Lake Ontario and tried to capture a fort near Windsor. The Canadian* defenders defeated the Americans. The Americans went back to their own fort.

General Isaac Brock, the leader of the Canadian* armies, was in York when he heard about the attack. He was afraid that the Americans would attack again; therefore, he took some soldiers and rode his horse to Windsor. Along the way many farmers and Natives joined him. The second battle was on August 16, 1812. Brock and his army crossed the water and attacked the American fort in Detroit. Brock and his army won this battle against the Americans. When Brock felt that the fort in Windsor was safe, he moved his army to Niagara Falls.

A few months later, in October, there was a third battle. This time American soldiers crossed the Niagara River at a place called Queenston, which is near Niagara Falls. Even though it was a surprise attack, Isaac Brock's army fought and defended the land. In this battle a thousand American soldiers were taken as prisoners but only 28 British and Canadian* soldiers were killed. Brock's army won the battle.

When the war ended in 1814, the border between Canada and the United States stayed the same. This border remains the same today. It is the longest undefended border in the world.

*For clarity, the authors have called the European settlers living in British North America, Canadians.

Unit 2 – Appendix B

Canadian Issues: Their Roots in Our Past and Their Significance in Our Present

French/English Relations

The time between 1750 and 1770 was very important to the future of North America because the British and French were fighting there. This fighting began in 1754 as a battle between "les Canadiens" (the French Canadians), and American (British) settlers in the Ohio Valley. Then, in 1756, Britain and France began a war that lasted seven years. It was called the Seven Years War. The settlements in North America became an extension of the war in Europe so France and Britain sent trained soldiers to protect their interests in North America.

France had some important fortifications in North America: Quebec, which was founded in 1608; Montreal, which was founded in 1642; and Louisbourg, which was founded in 1713. In the Seven Years War Fortress Louisbourg, in Nova Scotia, was attacked by a large force of British soldiers and sailors in 1758. In the same year the British captured and destroyed another French fort, Fort Henry. In 1760 Fort Henry was rebuilt and named Kingston.

In 1759, the leader of the British forces in North America, General James Wolfe led an attack against Quebec City. Montcalm, the French general, saw the British army approaching and led his troops to a field outside the city to meet the attackers. This field was called The Plains of Abraham. Within 15 minutes both Wolfe and Montcalm were killed and the British had seized control of Quebec. In the next battle, Montreal was captured by the British in 1760. When the war ended in 1763, 70,000 French colonists came under British rule. This started the problems between the French and English in Canada.

Britain wanted to populate the former New France with English speaking Protestants, so they advertised and gave incentives to the British to attract them to their new colony.

In addition, the British built the settlement of York in 1793 at the place where earlier small British settlements had been. In 1855 the settlement of Bytown took the new name, Ottawa. It became the capital of Canada in 1857.

Questions

1. How did events in France and Britain affect war in North America?

2. What happened to Wolfe and Montcalm after the battle?

3. Why would Britain want English speaking people to immigrate to their new colony?

4. Today, there are tensions between French and English Canada. Explain how the wars and decisions made in the 1700s are connected to today's problems.

Unit 2 – Appendix C

Media Watch

Over the next _____ you will be conducting a "MEDIA WATCH". To do this you must follow various forms of news reports. You can watch television news, listen to radio news, read the newspapers or read magazines. You must explore at least three different forms of media.

Over the next _____ make ten entries into this chart based on what you read, see, or hear in the news.

Media Watch

Date	Time	Kind of News	Name of Media Source	Summary

Unit 2 – Appendix D

Talking To Canadians

Your group will be presenting a "Person On The Street Interview" to the class. In your presentation, the interviewer will introduce the scene and the topic and ask questions of each of the interviewees. The interviewees will answer the questions as if they have just thought of the answers at that moment. (This means memorize your lines). Your interview will be about one of the topics you have been studying in class.

1. As a group, choose one of the situations below and confirm your choice with the teacher.
2. Work together to write questions and responses for each of the characters given in your scenario. Think carefully about how each character would react. Use information you have learned in this unit and your own ideas to develop the script.
3. Each student must have at least eight to ten lines to say in the interview.
4. Use modals and the present perfect in your script.
5. After you have written the script, edit it for errors.
6. Assign parts to each group member and practise reading the script.
7. Memorize the script.
8. Continue to practise the presentation of the script. Think about the tone of voice you might use at different times, where your interview occurs, where you will stand or sit, etc. Think about props or costumes which will enhance the presentation.

Unit 2 – Appendix D (Continued)

Situation One
The results of the Quebec Referendum have just come in. The majority of Quebecers have voted to separate from Canada. What is your opinion?

a) You are a proud Quebecois who is happy with the result of the referendum.
b) You are a proud Quebecois who is unhappy with the result of the referendum.
c) You are a resident of Ontario who is concerned about how this will affect you and the province.
d) You are a resident of English Canada who is happy with the result of the referendum.

Situation Two
The governments of Canada and the United States have just announced that Canada will no longer be a separate country but instead will become the 51st state of the United States.

a) You are a proud Canadian who is appalled by this announcement.
b) You are a proud Canadian who thinks this will change will really help your business and the country.
c) You are an American who thinks this change will help your business and the country.
d) You are a proud American who is appalled by this announcement.

Situation Three
The government of Canada has just announced a new immigration policy. As of this month, the number of immigrants who will be allowed into Canada will be cut in half.

a) You are a Canadian who agrees with this new policy.
b) You are a Canadian who disagrees with this policy.
c) You are a new immigrant who is hoping to bring your family to Canada.
d) You are an employer looking for skilled workers and you are having difficulty finding them in Canada.

Situation Four
The government of Canada has just announced the creation of a new territory which includes much of Northern Ontario and Quebec. This territory will be part of Canada but it will be controlled by the Aboriginal people who live in this area.

a) You are Native Canadian who lives in this area who is happy with this decision.
b) You are a non-Native Canadian who owns land in this area and who is concerned about how your life will change.
c) You are a resident of Southern Ontario who is concerned about how your life will change.
d) You are a Native Canadian who lives in Western Canada and who would like a similar settlement to your land claim.

You will be assessed for:

- content of the presentation
- clarity, audibility, and fluency of oral presentation
- tone of voice
- opening, closing, and linking of interview
- use of correct and appropriate facts
- correct use of sentence structure, modals and verb tenses, particularly the present perfect
- ability to work cooperatively in a group
- ability to communicate with group members